| **Test Content Categories**  | **How well do I know the content? (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
| --- | --- | --- | --- | --- | --- |
| 1. Program Administration
 |  |  |  |  |  |
| 1. Understands the basic principles of planning, implementing, and evaluating collections, programs, and services for the school library
 |  |  |  |  |  |
| 1. Uses multiple sources of data to inform ongoing organization, administration, and evaluation of the school library, ensuring equitable access to information, resources, and services for all members of the learning community
 |  |  |  |  |  |
| 1. Engages with teachers, staff, and administrators to develop policies and procedures that influence student achievement and school improvement efforts for all members of the learning community
 |  |  |  |  |  |
| 1. Uses multiple sources of data, including action research and needs assessment, to inform development and management of the school library that serves the diverse needs of the members of the learning community
 |  |  |  |  |  |
| 1. Describes, organizes, and promotes the effective use of the school library’s services, collections, and programs for a diverse audience
 |  |  |  |  |  |
| 1. Uses evidence-based decision making to establish policies and procedures to advocate the learning community’s maximum access to the school library, including resources, facilities, and services (physical and digital)
 |  |  |  |  |  |
| 1. Engages and builds relationships with the learning community to support the school library
 |  |  |  |  |  |
| II. Organization and Access |  |  |  |  |  |
| 1. Understands how to select, acquire, and maintain resources
 |  |  |  |  |  |
| 1. Develops, curates, organizes, and manages a collection of resources that utilizes evidence-based criteria for the selection and retention of information resources (physical and digital) that meet the diverse interests and needs of the learning community
 |  |  |  |  |  |
| 1. Cultivates a collaborative relationship with the learning community for selecting and maintaining relevant resources that align to the school’s instructional goals and curriculum
 |  |  |  |  |  |
| 1. Implements policies and procedures that include criteria to develop, curate, organize, and manage resources in a variety of formats (physical and digital) that meet the needs and interests of the learning community
 |  |  |  |  |  |
| 1. Develops criteria that adhere to evidence-based practices for ongoing planning, budgeting, and evaluation for all resources (human, information, and physical)
 |  |  |  |  |  |
| 1. Understands the fundamental principles and methods of resource organization and access
 |  |  |  |  |  |
| 1. Uses standardized methods for descriptive cataloging, location, and tracking of materials
 |  |  |  |  |  |
| 1. Arranges the environment to ensure equitable physical and intellectual access to services and resources that meet the needs of the learning community
 |  |  |  |  |  |
| 1. Provides an adaptable environment for equitable access to space, services, and resources to accommodate multiple learning activities in both the school library and in virtual spaces
 |  |  |  |  |  |
| 1. Collects and analyzes data pertaining to use of materials that promote equitable access by the learning community
 |  |  |  |  |  |
| 1. Models and promotes the ethical practices of librarianship ensuring privacy for all members of the learning community
 |  |  |  |  |  |
| 1. Designs a schedule that provides maximum and timely access to materials and services by the learning community
 |  |  |  |  |  |
| III. Information Access in the Learning Environment |  |  |  |  |  |
| 1. Demonstrates knowledge of a variety of technologies, resources, and services and their uses to support the needs of the learning community
 |  |  |  |  |  |
| 1. Identifies and facilitates access to a variety of information types (physical and digital) that reflect the diverse cultural and learning needs of all users
 |  |  |  |  |  |
| 1. Identifies, competently uses, and demonstrates current and emerging technological trends in the profession as they relate to teaching and learning
 |  |  |  |  |  |
| 1. Models and facilitates the use of current and emerging digital information research strategies and tools
 |  |  |  |  |  |
| 1. Identifies technologies that facilitate networking, resource sharing, and access to information for the learning community
 |  |  |  |  |  |
| 1. Temperature scales and measurement
 |  |  |  |  |  |
| 1. Organizes the school library to address the diverse developmental, physical, cultural, social, and linguistic needs of all learners
 |  |  |  |  |  |
| 1. Ensures that all learners have equitable access to and opportunities to use services and resources
 |  |  |  |  |  |
| 1. Provides a physical and/or virtual environment for safely sharing and disseminating information
 |  |  |  |  |  |
| 1. Knows how to adhere to laws and policies that support ethical use of services, resources, and information
 |  |  |  |  |  |
| 1. Advocates for intellectual freedom and adheres to laws and policies regarding privacy for all users
 |  |  |  |  |  |
| 1. Promotes the ethical use of information by modeling effective methods of locating, evaluating, and citing information to meet specific needs
 |  |  |  |  |  |
| 1. Articulates and demonstrates compliance with laws and practices related to intellectual property, copyright, fair use, and plagiarism for physical and digital resources
 |  |  |  |  |  |
| IV. Teaching and Learning |  |  |  |  |  |
| 1. Understands how to instruct and support the learning community in developing information literacy and reading skills for a variety of physical and digital sources
 |  |  |  |  |  |
| 1. Promotes a variety of literature, authors, awards, and trends of children’s and young adult literature and informational resources to support reading for pleasure, information, and lifelong learning
 |  |  |  |  |  |
| 1. Designs and instructs inquiry-based processes to develop information, media, visual, and digital literacies
 |  |  |  |  |  |
| 1. Collaborates with other teachers to integrate instructional strategies for using inquiry-based learning for all grades and disciplines
 |  |  |  |  |  |
| 1. Designs and implements instruction that integrates the American Association of School Librarian (A​A​S​L) Standards to positively affect student learning
 |  |  |  |  |  |
| 1. Provides students with opportunities to engage with a wide variety of physical and digital resources
 |  |  |  |  |  |
| 1. Advocates for the development of information literacy and the appropriate use of technology for the academic and personal success for all learners
 |  |  |  |  |  |
| 1. Designs instruction and provides an environment that promotes equitable and ethical use of information, services, and resources for all members of the school community
 |  |  |  |  |  |
| 1. Understands how to design developmentally and culturally responsive evidence-based learning experiences
 |  |  |  |  |  |
| 1. Collaborates with other teachers to integrate developmentally appropriate research processes into the curriculum
 |  |  |  |  |  |
| 1. Uses differentiated instructional strategies to deepen students’ ability to understand and create meaning from a variety of sources
 |  |  |  |  |  |
| 1. Applies knowledge of developmental characteristics (physical, social, cognitive, and emotional) of students and cultural influences that affect learning to plan diverse learning experiences that meet the needs of all students
 |  |  |  |  |  |
| 1. Provides a variety of challenging and relevant experiences for learners to engage with resources, information, and technology
 |  |  |  |  |  |
| 1. Uses a variety of assessment methods and data sources to inform and improve student learning
 |  |  |  |  |  |
| 1. Supports the needs of all students by providing learning opportunities that foster awareness and respect of diverse viewpoints
 |  |  |  |  |  |
| 1. Promotes and models the ethical and appropriate use of technology as a resource for learning
 |  |  |  |  |  |
| 1. Applies a variety of behavior management strategies that facilitates the learning of all students
 |  |  |  |  |  |
| 1. Establishes a safe and supportive learning environment within the school library
 |  |  |  |  |  |
| 1. Implements motivational strategies to promote learning and personal growth for all students
 |  |  |  |  |  |
| V. Professional Development, Leadership, and Advocacy |  |  |  |  |  |
| 1. Knows how to plan and facilitate professional development activities and advocate for the school library in the learning community
 |  |  |  |  |  |
| 1. Advocates for the role and functions of professional relationships with the learning community to advance an effective school library with a qualified school librarian
 |  |  |  |  |  |
| 1. Maintains and improves knowledge and skills by regularly participating in district, building, and grade-level meetings about curriculum and assessment
 |  |  |  |  |  |
| 1. Plans and leads professional development for the learning community that promotes the effective use of the school library for positively affecting learner growth
 |  |  |  |  |  |
| 1. Is actively involved with school and district committees, school and community activities, and professional networks
 |  |  |  |  |  |
| 1. Collaborates with the learning community to support curriculum, instruction, and student growth
 |  |  |  |  |  |
| 1. Is aware of major legislation and policies regarding the school library and the learning community
 |  |  |  |  |  |
| 1. Promotes and models the ethical and responsible use of intellectual property, information, media, and technology by adhering to established laws and policies
 |  |  |  |  |  |
| 1. Advocates for the school’s library services, resources, and programs
 |  |  |  |  |  |