UWW Competencies

The UWW course competencies tie to these 10 DPI standards with the DPI number in parentheses after each category. To make it simpler, we have compiled them into five categories that will be assessed in the capstone portfolio and are the basis for work in the library courses. The courses where each are covered is listed below the category.

Collection Development, Organization, and Access

*(Finding and Using Information, Organizing Information, Children’s Literature, Young Adult Literature, Library Administration, Practicum)*

The student demonstrates the ability to build and maintain organized resource collections that include both internal and external access points to support the educational goals of the school or community and the personal, developmental, and curricular needs of students and teachers (or library patrons) as shown by:

a. **Responding to needs**: Responding to the spontaneous and curricular and information needs of students, faculty, and other library patrons; using listening and open questioning and other techniques to conduct the reference interview in a manner that encourages further inquiry; maintaining confidentiality and ensuring information security as one of the legal rights of users

b. **Evaluating and selecting to meet needs**: Engaging in needs analysis; involving teachers, administrators, students, and/or library patrons; evaluating and selecting appropriate information resources in all formats; following acquisition procedures; and discarding materials that are no longer useful to create a developmentally appropriate physical and virtual collection that
   a. takes into account individual learners’ strengths, interests, learning styles and needs
   b. supports the curriculum and instructional strategies employed (school library) or needs of the community (public library)
   c. reflects the cultural diversity and pluralistic nature of American society and a diversity of perspectives (1c, 1d, 2c, 2d, 3e, 4h, 7f, 7l, 7k, 9a, 9b)

c. **Virtual Library**: Monitoring, assessing and employing existing and emerging technologies for information access, organization and dissemination to the user; evaluating strategies supporting accessibility to all types of resources and equipment by creating a virtual library and identifying, evaluating, establishing, and using systems to retrieve information in all formats and for all ability levels. (7j)

d. **Budget**: Planning, developing, justifying and implementing a budget. (7l)

e. **Organizing**: Organizing, classifying, and cataloging the collection to provide equitable access to library resources using standardized protocols and procedures. (7j, 3e)

f. **Circulation Systems**: Using systems and processes to circulate materials and equipment, maintaining user confidentiality and ensuring information security

g. **Policies – Privacy and Equity**: Implementing and evaluating circulation, ILL, privacy and access policies and procedures and supporting equitable and flexible access to information, resources, devices, programming and services both within and beyond the school or library. (3f, 4n, 7f, 10d)

h. **Policies – Selection**: Collaboratively develop and communicate policies and procedures, including selection policies, consistent with principles of best professional practice and align to the mission and goals of the school and district and in compliance with state and federal law. (9c)

i. **Intellectual Freedom**: Understanding the principles and supporting the practice of intellectual freedom, free inquiry and access to information, intellectual property rights, privacy and security; establishing and following selection, copyright and Internet use policies and procedures. (4m, 9d)

Information Literacy and Teaching (school library only)

*(Information Literacy or Design of Curriculum for Inquiry, Practicum)*

The student demonstrates the ability to serve as a learning facilitator and a leader in the development of effective strategies for teaching and learning as shown by:

a. **Problem Solving**: Develop and implement authentic learning experiences leveraging a variety of resources and tools that foster innovation and real-world problem solving in local and global contexts. (4d, 5a, 5d, 5k, 7e, 8e)
b. **Instructional Design:** Modeling incorporation of and collaborating with other educators on design, selection and implementation of research-based best practices inquiry and technology-enhanced learning experiences across the curriculum. (6c, 7b, 7g, 7h, 7m)

c. **Critical Thinking:** Modeling the application of critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge and encouraging instructional strategies that enhance higher level thinking skills for students. (7b, 7h, 8a)

d. **Inquiry Process:** Modeling an inquiry-based research process for solving problems: (4a, 4b, 4c, 4d, 4f, 4i, 4g, 4h, 4i, 5a, 5b 5g, 5i, 5k, 8h)
   - Identifying information need / problems and developing a range of questions
   - Employing variety of strategies and tools for finding and critically evaluating information from diverse sources,
   - Demonstrating strategies to select and organize knowledge to solve a problem or satisfy an information need and plan, manage and design projects and products
   - Communicating effectively with diverse audiences in various formats, and
   - Evaluating the product and process.

e. **Integration of digital literacy skills:** Collaborating with teachers to develop a coordinated K-12 approach to information and technology literacy and integrating state and/or national digital literacy standards with content learning standards into teaching and learning activities. (5h,7g, 7a)

f. **Teaching:** Teaching information and technology literacy skills to students and teachers:
   - Responsive to diverse learning styles, cultural influences, abilities, and learner cognitive development (1a, 2b)
   - Applying knowledge of learning theory, human development, student cultures, instructional strategies, curriculum, and assessment. (6c)
   - Using a variety of instructional strategies, tools and resources to engage students in inquiry and empower them to achieve their learning goals (1b, 8b 8c, 10f)
   - Employing a variety of assessment methods to design, develop and modify learning experiences (6a, 6b)

g. **Digital Citizenship:** Modeling and teaching responsible, safe, legal and ethical use of information, technology, and resources and complying with intellectual property rights, laws and guidelines. (4k, 4m, 9d)

h. **Staff Development:** Planning and implementing staff development activities including personalized, professional learning in the skills needed in a digital age (10h)

i. **Coaching:** Using effective coaching techniques to help colleagues improve teaching and learning (8i, 9h).

j. **Supporting Student Interests:** Creating a flexible, engaging and respectful learning environment where curiosity and independent and collaborative learning is valued, promoted, and encouraged. (3a, 3d, 3h, 5j)

**Technology**

*(Digital Tools, Practicum)*

The student demonstrates the ability to use technology effectively with students and faculty to facilitate teaching and learning and access to information as shown by:

a. **Tool use:** Demonstrating use of software and hardware to access, organize, create, and communicate information in multiple formats for a specific audience and demonstrating principles of message and screen design. (4l, 8h)

b. **Problem Solving:** Identifying issues and problems in technology and related areas, and beginning to develop strategies for solving these problems individually and in a group.

c. **Technology Integration:** Facilitate use of current and emerging technologies to support student learning and innovation and serve as a catalyst for integration of digital literacy skills across the curriculum. (5f, 5h, 10f)

**Instructional Design:** Applying basic principles of instructional design to produce resources for specified learning objectives or library needs, modeling research-based best practices (7m)
Literature and Reading

(Children’s Literature, Young Adult Literature, Practicum)

The student demonstrates a knowledge of children’s and young adult literature and related media (and adult literature for public libraries) and how to promote reading:

a. **Reading Guidance**: Listening to and questioning students and other library patrons to identify their reading interests; providing reading, viewing, and listening guidance for children and adolescents (and adults in a public library) founded on knowledge of a wide range of literature and an understanding of user culture and development.

b. **Selection**: Using evaluation criteria and selection aids to identify books that meet the needs of library users (3e, 4h, 7k).

c. **Programming**: Working with teachers, parents, students, and library patrons to develop a school-wide culture to foster curiosity, critical literacy skills and engagement with and love of reading (3h, 5j).

d. **Reading for Meaning**: Planning and providing opportunities for students to read, view, and listen for information in a variety of formats in order to make inferences and derive meaning of an issue, field or problem. (7c)

e. **Reader Response**: Plan opportunities for students to creatively respond to literature in various formats and genres. (7d)

f. **Knowledge of Literature**:
   - a. School library: Demonstrating familiarity with the different genres of children's, and YA literature in multiple formats and how each might be integrated into the school curriculum. (4o)
   - b. Public library: Demonstrating familiarity with the different genres of children’s, YA and adult literature.

Administration

(Library Administration, Leadership, Practicum)

The student demonstrates the ability to develop, manage, and evaluate library programs to meet educational goals (school) and community needs (public) as shown by:

a. **School Culture**: Understanding the culture of the school and the community and application of change theory
   - a. School library: Initiating relationships with administrators, teachers, staff, and students to develop resources, services, and programs to meet learning and teaching needs.
   - b. Public library: Initiating relationships with staff, administrators, and the community to develop resources, services, and programs to meet community information, resource, and service needs.

b. **Mission**: Communicating the mission, goals, objectives, and functions of the library program, materials and resources to stakeholders;

c. **Committees**: Recognizing the need to be a contributing member of key committees including district and building planning teams (10a)

d. **Advocacy**: Articulate the role of the library media and technology program in advancing student academic achievement and asset development. (9f)

e. **Partnerships**: Cultivate community partnerships and explore connections for resource-sharing, networking, and sharing access to information to promote engagement and lifelong learning process. (10g, 10j)

f. **Planning**: Engaging in short-term and long-range planning; planning, aligning, development and implementing the district library (and technology) plan; monitoring, assessing, and using existing and emerging technologies for media center management and support student learning. (7l, 10b, 10e, 10f)

g. **Legislation**: Demonstrating awareness of legislated requirements, resources, and restrictions that affect library programs, e.g., accounting codes, state funding, and Internet filtering;

h. **Facility / Environment**: Designing a facility and virtual library that creates an environment conducive to learning, inquiry, information seeking, literature and equal access that anticipates curricular functions, user needs, and technological and resource requirements; creating a welcoming environment that is conducive to self-initiated and formal learning. (3a, 3b, 3d)
i. **Staffing**: Planning for recruitment, hiring, training, evaluation and providing leadership for volunteer, paraprofessional and student staff. (7l)

j. **Program Evaluation**: Locating and using assessment tools to evaluate aspects of the library program; applying appropriate research findings to improve teaching and learning and the school library program and service to the community in a public library program. (7l,5c, 6d, 10e)

**Community Outreach (Public library only)**

*(Library Administration, Practicum)*

The student demonstrates the ability to serve develop, implement and evaluation programs and services for the library’s users as shown by:

a. Understanding the needs of the library’s current and underserved user groups and how to assess these needs.

b. Planning, implementing, and evaluating activities to serve different user groups.

c. Participating in public relations and/or marketing activities such as development of displays, brochures, newspaper articles, announcements and special activities