



School of Information Science

College of Information and Communications

UNIVERSITY OF SOUTH CAROLINA

Learning Outcomes

Based on the ALA/AASL/CAEP School Librarian Preparation Standards (2019) and the SC ADEPT Support and Evaluation System Guidelines for School Librarians (2021)

What school librarian candidates know and are able to do when they complete the USC iSchool preparation program

1. Instruction

After completing the school library program candidates will be prepared to work with teachers and other members of the school community to:

- Develop and teach lessons that address and model literacy and technology standards that enhance the information, media, visual and technical literacies of P-12 students; (including the efficient and ethical use of information) that are integrated into content area units of study (Indicator: Promoting Literacy)
- Develop engaging lessons using a variety of instructional strategies that address students' various approaches to learning as well as their diverse learning styles, physical and intellectual abilities, and needs. (Indicators: Motivating Learners, Librarian Knowledge of Learners)
- Design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge. (Indicators: Promoting Inquiry, Thinking, Problem Solving)
- Evaluate lessons, units of study, and students' information literacy and technology skills (Indicators: Promoting Literacy)
- Integrate current and emerging technologies into the curriculum including the promotion and encouragement of student and teacher use of various digital tools and resources to reinforce the skills dispositions, responsibilities, and self-assessments (Indicator: Library Knowledge of Learners)
- Document and communicate the impact of collaborative instruction on student achievement. (Indicator: Learner Collaboration)
- Promote books, reading, literacy, reading comprehension motivation for personal enjoyment in order to encourage creative expression (Indicator: Promoting Literacy)
- Promote lifelong learning and the development of twenty-first-century literacy skills. (Indicator: Promoting Literacy)

2. Environment

After completing the school library program candidates will be prepared to administer and manage the library program by:

- Developing policies and procedures for the management of the SLP (Indicators: Learning Environment, Learner Engagement)
- Planning, organizing, and scheduling efficient use of the school library facility and its resources (Indicators: Learning Environment)
- Creating and maintaining an environment conducive to inquiry (Indicator: Environment)
- Using a variety of strategies to promote recreational reading for leisure and personal growth that address diverse learning styles, physical and intellectual abilities, and needs (Indicators: Multiple Perspectives, Collaborative Conversations)
- Developing public relations and advocacy plans to promote the SLP
- Developing library program budget, participating in grant-writing and fund-raising activities
- Connecting to the larger school community and conducting outreach activities to the general community

3. Library Services and Management

After completing the school library program candidates will be prepared to manage and provide access to library resources in and beyond the physical walls of the library to the entire school community through:

- Collection Development (collection mapping, evaluating and selecting materials and resources that reflect the diversity and meet the needs of various learning styles, managing challenges) (Indicator: Resource Management)
- Resource Provision (providing access to a full range of information resources and services to support teaching and learning in a flexibly scheduled library program) (Indicator: Resource Management)
- Information Services (both traditional and electronic) that integrate emerging technologies to enhance the information, media, visual and technical literacies of P-12 students; (Indicators: Library Administration, Seeking Information)
- Technical Services (acquiring, cataloging, processing, organizing, weeding) for print, non-print, and digital collections (Indicators: Resource Management, Library Administration)
- Ensuring open and equitable access to information by collaborating with all members of the school community to develop solutions to physical, social, and intellectual barriers to resources and services in school libraries (Indicator: Seeking information)

4. Professionalism

After completing the school library program candidates will be prepared to keep up-to-date in the profession and to be leaders in their schools by:

- Joining and participating in professional organizations (Indicator: Growing and Developing Professionally)
- Attending professional conferences, viewing webinars, and using social

media to network with the library and education community (Indicator: Growing and Developing Professionally)

- Reading professional journals (Indicator: Growing and Developing Professionally)
- Participating in school and district committees (Indicator: School Responsibilities)
- Articulating plans for their own professional development (Indicator: Growing and Developing Professionally)
- Providing professional development opportunities for teachers and other school community members (Indicator: Collaboration)
- Working as visionary curriculum leaders in their schools, districts, and in the school library profession (Indicators: Ethical Use, Community Involvement)
- Advocating for intellectual freedom and privacy, and promoting and modeling digital citizenship and responsibility. (Indicator: Ethical Use)