

LSC596 ePortfolio Planning Matrix

<p>Standard</p> <p>1. Teaching for Learning Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.</p> <ul style="list-style-type: none"> 1.1 Teaching for Learning 1.2 Knowledgeable and Effective Teacher 1.3 Instructional Partner 1.4 Integration of 21st C skills and learning standards 	<p>Artifact 1: 1.1 No, David! Don't Wreck the Library! student work. Choosing appropriate writing sheet from lesson based on grade/learning level.</p> <p>Artifact 2: 1.2 Across elementary/secondary - using multiple digital tools including, Google Classroom, Kahoot, code.org, Khan Academy, Google Docs, Google Drawings, videos, etc.</p>
<p>2. Literature & Reading Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.</p> <ul style="list-style-type: none"> 2.1 Literature 2.2 Reading Promotion 2.3 Respect for Diversity 2.4 Literacy strategies 	<p>Artifact 1: 2.2 "Believe in Your(shelf)" hallway display, "Ms. McPartlin's picks" and "New and Notable" display at TPS</p> <p>Artifact 2: 2.1 Read-alouds</p>

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<p>3 Information and Knowledge Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.</p> <p>3.1 Efficient and ethical information-seeking behavior 3.2 Access to information 3.3 Information technology 3.4 Research and knowledge creation</p>	<p>Artifact 1: 3.2 Self-checkout creation</p> <p>Artifact 2: 3.3 Ethical Use of Creative work lesson - student work</p>
<p>4. Advocacy and Leadership Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.</p> <p>4.1 Networking with the library community 4.2 Professional development 4.3 Leadership 4.4 Advocacy</p>	<p>Artifact 1: 4.1 - Networking with Davisville Free Library librarian on “tested” Kindergarten book suggestions</p> <p>Artifact 2: 4.3 - Emails introducing a Library Resource Page</p>

<p>5. Program Management and Administration Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.</p> <ul style="list-style-type: none">5.1 Collections5.2 Professional ethics5.3 Personnel, funding, and facilities5.4 Strategic planning and assessment.	<p>Artifact 1: 5.2 3rd Grade Internet Safety series of lessons</p> <p>Artifact 2: 5.3 Facilities re-arrangement, weeding,etc. at TPS</p>
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