



The
UNIVERSITY
of
OKLAHOMA

School of Library and
Information Studies

FIRST SEMESTER SELF-ASSESSMENT SURVEY FOR THE OKLAHOMA STATE BOARD OF EDUCATION MANDATED PORTFOLIO FOR SCHOOL LIBRARY CERTIFICATION

PLEASE USE THIS CHART TO INDICATE YOUR PRESENT UNDERSTANDING OF THE COMPETENCIES
NECESSARY FOR SCHOOL LIBRARIANS.

I UNDERSTAND THE FOLLOWING ABOUT SCHOOL LIBRARY PROGRAMS:

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
1. The role of the school library program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. The relationships between the school library program and the curriculum.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The roles and responsibilities of the school librarian.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. The relationship between the school library program and information resources and services beyond the school.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The legal and ethical issues related to school library programs.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The role of the school librarian in the legal and ethical issues related to school library programs.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The resources and strategies for ongoing professional development.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I UNDERSTAND THE FOLLOWING ABOUT INFORMATION LITERACY SKILLS:

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
1. How to promote learning and information literacy skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. How to determine information needs and initiate searches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. How to locate and access resources.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How to locate, analyze, and evaluate information.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How to communicate information obtained from a search.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Strategies for assessing progress during a search and evaluating the overall search process.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

I UNDERSTAND THE FOLLOWING ABOUT CURRICULUM AND RESOURCES:

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
1. How to support and enhance the leadership role of the school library program in all curricular areas.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Information resources.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Types and characteristics of literature for children and young adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Technological resources and their applications in the curriculum and the school library program.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How to design and produce curriculum-integrated instructional materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6. Issues and procedures related to the acquisition of resources and equipment.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I UNDERSTAND THE FOLLOWING ABOUT SCHOOL LIBRARY PROGRAM ADMINISTRATION AND LEADERSHIP:

	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
1. The development, implementation, and ongoing evaluation of a school library program.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Scheduling and facilities use in the school library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. The supervision and management of school library staff.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The fiscal management of a school library program.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. School library resource organization, management, and circulation.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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