

## School of Library and Information Science

### School Library Certification End of Program Portfolio Guidelines

(Updated May 2009 and November 2012)

End-of-Program Portfolio Content .....	3
Welcome or Introduction .....	3
Resume.....	3
Vision Statement.....	4
Professional Development Plan .....	4
Entries Documenting Learning Outcomes.....	4
Reflective Writing: Description, Analysis, and Reflection .....	5
Appendix I - Matrix Illustrating Required Content for End-of-Program Portfolios.....	6
Appendix II - Useful Resources for Developing Portfolios: .....	9

Successful completion of the end-of- program portfolio is a requirement for the master’s degree and successful completion of the School Library preparation program. The end-of-program electronic portfolio developed for the School Library preparation program is a collection of written documentation and artifacts<sup>1</sup> with reflective writing that documents competency in the program’s five Learning Outcomes that relate to the South Carolina ADEPT Performance Standards for School Library specialists. The completed end-of-program portfolio is submitted for evaluation toward the end of the semester the candidate intends to complete the School Library preparation program. (November 15<sup>th</sup> for fall semester or April 15<sup>th</sup> for spring semester). The audience for the “end-of-program portfolio” is instructors and administrators of the School of Library and Information Science who evaluate student progress and achievement.

Candidates use the Content System in Blackboard for creating their electronic portfolios. From the start of the program, candidates should begin identifying and collecting artifacts to save in the “My Content” area in Blackboard accessed by using the “Content System” tab. By the time candidates near the end of the School Library preparation program, their "My Content" area

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<sup>1</sup> Artifacts are tangible evidence of significant effort to demonstrate knowledge and proficiency.

in Blackboard will contain a variety of documents and artifacts in organized folders from which they will select in order to demonstrate proficiency in each Learning Outcome. Using stored information in "My Content" will be essential when candidates create their portfolios in the "My Portfolio" section of Blackboard's "Content System." Storing information in "My Content" begins with SLIS 701 and continues throughout the program of study. Some artifacts will be required assignments in specific courses; others will be chosen by the candidate. The artifacts and accompanying reflective writing that are placed in "My Content" answer the question, "What did I do?" The artifacts selected for the end-of-program portfolio answer the question, "What did I do best?"

Note: Handouts and online tutorials will be available to assist candidates in creating end-of-program portfolios.

### **The End-of-Program "Portfolio in Progress"**

The end-of-program portfolio will be submitted for review prior to enrollment in capstone courses (SLIS 720 and SLIS 794) and at this point will be referred to as the "portfolio in progress." A successful evaluation of the "portfolio in progress" is a prerequisite for enrolling in the capstone courses (SLIS 720 and SLIS 794). The "portfolio in progress" should contain one entry consisting of an artifact (or artifacts) and reflective writing for each of the five Learning Outcomes. One required entry from SLIS 742 (Collaborative Unit of Study) and one required entry from SLIS 761 (Virtual School Library Web Page) must be included. (See Appendix I.) The "portfolio in progress" will be submitted for evaluation by midpoint of the semester before candidates enroll in SLIS 720 or SLIS 794. Instructions for how to submit the

“portfolio in progress” will be available on the School Library webpage on the School Library pages of the SLIS website.

## **End-of-Program Portfolio Content**

The completed end-of-program portfolio for students seeking initial certification will contain a total of fourteen entries (not counting the introduction, résumé, vision statement, or professional development plan) containing an artifact (or artifacts) and reflective writing. The completed end-of-program portfolio for students seeking additional certification will contain a total of ten entries (not counting the introduction, résumé, vision statement, or professional development plan) containing an artifact (or artifacts) and reflective writing. See Appendix I.

### *Welcome or Introduction*

The Welcome or Introduction Page welcomes visitors to the end-of-program portfolio. It provides an overview of the content and how to navigate the portfolio. A photograph is also a desirable part of the introduction and should be a head shot or a photograph taken in a professional setting. Candidates may also choose to include a short video clip as part of the introduction as long it is within the space limitations of Blackboard’s Content System.

### *Resume*

The resume is a brief overview of professional work experience and educational background. It should include memberships in professional organizations, any professional presentations or publications, and any honors or awards.

### *Vision Statement*

The vision statement is a brief statement (300-400 words) of professional philosophy/beliefs, values, ethics that will govern a candidate's behavior and practice as a School Library specialist. It is a broad, overarching statement that describes the candidate's understanding of the professional role of a School Library specialist and what the candidate believes is best professional practice in implementing the school's library media program.

### *Professional Development Plan*

The Professional Development Plan consists of three parts. In part one, candidates reflect on their professional development plan assignment for SLIS 701 and how it has evolved during the School Library preparation program. In part two, candidates assess the skills and knowledge acquired during the SLIS program of studies that prepare them to qualify as competent School Library specialists. In part three, candidates explain how they intend to grow as professionals over the next five years.

### *Entries Documenting Learning Outcomes*

Documentation of competency in the five Learning Outcomes of the School Library preparation program is the core of the end-of-program portfolio. Each Learning Outcome will be documented with at least two entries (entries contain an artifact (or artifacts) and reflective writing). An artifact is tangible evidence that indicates achievement or attainment of knowledge and skills related to the five Learning Outcomes. Artifacts should represent significant efforts and accomplishments. Examples of artifacts may include but are not limited to professional work samples such as action research, curriculum plans, student assessments, lesson plans,

management and organization strategies, position papers, in-service/staff development workshops, reading promotion activities, collaborative units, policies and procedures, public relations and advocacy plans, program/grant proposals, and multimedia presentations.

### *Reflective Writing: Description, Analysis, and Reflection*

Reflective writing is a three step process that includes (1) description, (2) analysis, and (3) reflection. Reflective writing accompanies each artifact selected or required for the “portfolio in progress” and the end-of-program portfolio.

#### **Description (Step One)**

Description is an overview of the artifact. It should include an explanation of how the artifact relates to the particular Learning Outcome(s) it addresses and why it was chosen for inclusion in the portfolio. It sets the stage, explains the purpose, and tells “what, when, and who.” It answers the question, “What did I do and why?”

#### **Analysis (Step Two)**

Analysis is the process of evaluation after the fact that looks at successes and failures, what was accomplished, what worked well and what didn’t work well, and the results of planned programs, lessons, collaborations, or other activities. What were the results? What did you learn from this experience? It answers the question, “So what?”

#### **Reflection (Step Three)**

Reflection follows analysis. It is the critical thinking that fosters professional growth and knowledge-building. Reflection is an opportunity to contemplate how to plan and implement activities in the future – same way, differently or not at all. “Reflection is the ongoing process of thoughtfully considering our practice in the context of personal and professional knowledge,

assumptions, and beliefs, with the aim of achieving insights that lead to professional growth” (Heath 39). The goal of reflection is professional growth that results in improved professional practice. It answers the question, “What next?”

## Appendix I

The Matrix below documents the requirements of what must be included in End-of-Program Portfolios in Progress and final End-of-Program Portfolios for those seeking initial certification and those seeking additional certification in K-12 School Library.

<b>Entry</b>	<b>Portfolio-In-Progress (all students who took SLIS 701 in or later than Fall 2006)</b>	<b>End of Program Portfolio for Students Seeking Initial Certification</b>	<b>End of Program Portfolio for Students Seeking Advanced Certification</b>
Introduction	✓	✓	✓
Résumé	✓	✓	✓
Vision Statement		✓	✓
Professional Development Plan		✓	✓
Learning Outcome I: entry from current work experience or SLIS coursework prior to the capstone courses (SLIS 720 and SLIS 794)	✓	✓	✓
Learning Outcome I: entry from SLIS 720 (artifact must be the SLIS 720 assessment plan assignment) to demonstrate proficiency in planning and assessing the library media program by developing a plan and procedures for assessment of the SLP.	✓	✓	✓

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Revised May 2008 & November 2012

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Learning Outcome II: entry from SLIS 761 (artifact must be the SLIS 761 web page) ) to demonstrate proficiency in administering and managing the library media program by developing public relations and advocacy plans to promote the SLP.	✓	✓	✓
Learning Outcome II: entry from first internship		✓	✓
Learning outcome II: entry from second internship		✓	
Learning Outcome III: entry from current work experience or SLIS coursework prior to the capstone courses (SLIS 720 and SLIS 794)	✓	✓	✓
Learning Outcome III: entry from first internship		✓	✓
Learning Outcome III: entry from second internship		✓	
Learning Outcome IV: entry from SLIS 742 (artifact must be the SLIS 742 collaboration assignment) to demonstrate proficiency working with teachers and other members of the school community to develop engaging lessons using a variety of instructional strategies that address students' various approaches to learning as well as their interests, abilities, and needs.	✓	✓	✓

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<p>Learning Outcome IV: entry from first internship (entry must be an example of collaboration that also includes experiences teaching information and communication technology skills) to demonstrate proficiency working with teachers and other members of the school community to develop and teach lessons that address and model information literacy standards and technology skills (including the efficient and ethical use of information) that are integrated into content area units of study.</p>		✓	✓
<p>Learning Outcome IV: entry from second (entry must be an example of collaboration that also includes experiences teaching information and communication technology skills) to demonstrate proficiency working with teachers and other members of the school community to develop and teach lessons that address and model information literacy standards and technology skills (including the efficient and ethical use of information) that are integrated into content area units of study.</p>		✓	

Entry	Portfolio-In-Progress (all students who took SLIS 701 in or later than Fall 2006)	End of Program Portfolio for Students Seeking Initial Certification	End of Program Portfolio for Students Seeking Advanced Certification
Learning Outcome V: entry from current work experience or SLIS coursework prior to the capstone courses (SLIS 720 and SLIS 794) must demonstrate proficiency in keeping up-to-date in the profession by attending professional conferences or reading professional journals that will improve future practices as a SLMS.	✓	✓	✓
Learning Outcome V: entry from first internship must be an example that demonstrates the candidate's proficiency in using leadership skills to provide professional development opportunities for teachers and other school community members.		✓	✓
Learning Outcome V: entry from second must be an example that demonstrates the candidate's proficiency in using leadership skills to provide professional development opportunities for teachers and other school community members.		✓	

## Appendix II

### Useful resources for developing portfolios:

Campbell, Dorothy M., et.al. (2004). *How to Develop a Professional Portfolio: A Manual for Teachers* (3<sup>rd</sup> ed.). Boston: Pearson.

Constantino, Patricia M., & De Lorenzo, Marie N. (2006). *Developing a Professional Teaching Portfolio* (2<sup>nd</sup> ed.). Boston: Pearson.

Dickinson, Gail. (2004). *Portfolio Guide for the School Library Specialist*. Chicago: American Association of School Librarians.

Heath, Marilyn S. (2004). *Electronic Portfolios: A Guide to Professional Development and Assessment*. Worthington, OH: Linworth Publishing.