

S.A.I.L.S. Portfolio Requirement for School Library Media Specialist

Students in the School Media Program will also need to prepare materials for the portfolio that relate to certification. Students in the School Media Program will need to show how they meet the certification requirements by including examples of work completed (narratives, papers, media) which exemplify the certification criteria.

Additionally, within the *Department of Information and Library Science* students are expected to adhere to the five organizing principles that shape our preparation programs. These principles are: Scholarship, Attitudes & Dispositions, Integrity, Leadership, and Service (*SAILS)

** SEE EXPLANATION OF THESE Principles/Values BELOW:*

It is recommended that the criteria and materials be organized around the values of scholarship, attitude, integrity, leadership, and service. Requirements for school media certification in Connecticut include:

- Design, implementation and evaluation of media programs (all instructional and other services furnished to students and teachers by a media center and its staff)
- Evaluation, selection, acquisition, organization, production and retrieval of media (printed and audiovisual forms of communications and their accompanying technology)
- Teaching students, staff and faculty to utilize media and its accompanying technology by applying valid instructional methods and techniques
- Assisting students in the interpretation of print and non-print materials
- Application of principles of administration and supervision for effective leadership and operation of the school library media center program
- Formulation of the educational specifications and contribution to the design of school library media facilities
- Students who will apply for certification in other states need to work with the certification offices in those states to be sure all requirements are met and additional portfolio materials prepared.

Sample Template for Including The Above Information in Your Portfolio

	Course work where this value is clearly demonstrated	Relevant Educational Field Experiences that demonstrate value	Relevant Personal Experiences that demonstrate value
Scholarship			
Attitude			
Integrity			
Leadership			
Service			

WHAT IS S.A.I.L.S. ?

Quoted From Southern **Connecticut State University**

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Student Handbook: Programs, Policies, Procedures & Resources 2002-2003

July 9, 2003 – Edition 1.2 “Expectations of Students” p. 23+

http://www.southernct.edu/departments/educationalleadership/edl_pdf/Student%20Handbook%20July%2009%20Version.pdf

Scholarship.

Scholarship is an essential ingredient in becoming a lifelong learner; and requires mastery of and contribution to that body of knowledge that encompasses ways of knowing, learning, and doing. It is a respect for and ability in conducting the methodologies of research, the analysis of data and the evaluation of ideas necessary to support instructional and leadership initiatives. It is also a commitment to persistence in the discipline of inquiry that converts exposure to information, into resolutions of complex issues. At the initial level, scholarship involves both acquiring a theoretical knowledge base and developing the technical and communication skills necessary to link scholarship and practice. Scholarship at the advanced level involves extending that knowledge base through higher levels of research, practice, and professional expertise.

Attitudes and Dispositions.

Attitudes are the driving forces of actions. Self-motivation and self-evaluation permit one to respect individual differences, social diversity and inclusion as positive contributions to our society thereby providing the attitudes and dispositions necessary to improve the communities we serve. Attitudes and dispositions include enthusiasm about teaching and learning, motivation to teach others, acceptance of responsibility, respect and compassion toward others, trustworthiness, sensitivity, willingness to lead, and good citizenship. Candidates approach educational environments with a realistic understanding of the difficulties they will face and are prepared to overcome these difficulties. Candidates must possess the attitude and dispositions of leadership if they are to work toward the continuous improvement within their schools. What candidates do is consistently influenced by what they believe. The department values attitudes and dispositions that fundamentally encompass collaboration with others in school, community, and home.

Integrity.

Integrity means adherence to a professional code of ethics and the highest standards of conduct. We believe that educational learners must do what is right from both moral and professional perspectives. Integrity is based on cognitive processes that allow us to reflect on our values and make consistent principled choices based on that reflection. The test of integrity is located in the day-to-day decisions we make. Personal and professional integrity includes self-valuing, an appreciation of diversity, recognizing the worth of special learners, honesty in the dealing with others, morality, an ethical framework within which to cast personal and professional decisions, respect for others and for the opinion of others, and self-discipline in all facets of life. Candidates must develop and reflect upon their personal and professional integrity to fully understand the role of educators in today's schools and to more clearly model the role in becoming lifelong teachers of others.

Leadership.

Leadership is critical in all aspects of learning and education. We believe all educators are leaders (teachers, counselors, coaches, superintendents, principals). Leaders require clear goals and measurable outcomes, professional candor, and the courage to draw from strengths and face weaknesses. Leaders require awareness of the individual and collective needs of those whom they serve and the willingness to help them achieve success. Leadership involves adopting a role within a multi-faceted

educational system that helps move that system in the direction of meeting the diverse needs of its students. Candidates must be skilled agents of change who use these skills to effect the changes necessary to meet the diverse learning needs of all students. They must also be able to balance the diverse demands of the needs of students, teachers, and the wishes of the community served. Candidates must be open to change, must be aware of how change occurs, and must be prepared to act to bring about these changes.

Service.

Service is about a sense of giving. It is a commitment to extend beyond the minimum requirements of our respective roles or positions in an educational community, and understanding that the creation and support of a better community is an essential element in student development. Meeting the diverse needs of students involves not only meeting their academic needs but also understanding the social, political, legal, and cultural context in which students live. Service involves active participation within the community. Being aware of the needs of the community within which the school is located helps create a more informed curriculum within that school.

These five organizing principles (SAILS) help shape our preparation program, and have been adopted to reflect our vision, our responsibilities, and inform our practice. For us at Southern, SAILS represents the core through which our values, beliefs, and dispositions are revealed. It is the thread that ties coursework, field experiences, and faculty-student interactions together.”