Youth Services Competency 9

Library Support Staff will be able to:

9. Assist with planning, presenting and evaluating library programs that will attract youth.

**Portfolio Development Suggestions**

9.2 Deliver a story hour or another program, videotape your performance and evaluate your performance. What are your strengths and what can you improve? Submit an audio or video tape or a script of your delivery of a program and your evaluation of your performance.

**STAFF NOTE:** THIS PDS ASKED FOR A VIDEO TAPE AND THE CANDIDATE DID SUBMIT ONE. HOWEVER, THE FILE WAS SO LARGE THAT THE EVALUATORS WERE NOT ABLE TO VIEW IT. THE EVALUATORS FELT THAT THE CANDIDATE’S NARRATIVE WAS SUFFICIENT TO PASS HER ON THIS COMPETENCY. BECAUSE WE WERE NOT CLEAR ON DIRECTIONS, WE DID NOT ASK THE CANDIDATE TO RESUBMIT THE VIDEO.

**BASED ON THIS EXPERIENCE, LSSC STAFF NOW REQUIRE THAT VIDEOS BE NO MORE THAN FIVE MINUTES. AS AN ALTERNATIVE, CANDIDATES MAY SUBMIT A LOGNER VIDEO ON YOUTUBE.**

**Evidence**

To help the students be aware of and celebrate School Library Month, the XXX elementary media specialist and I put together a program to spark the students’ interest in reading.

One part of our program was to have the students tell what the library means to them. After a discussion on the library’s role in the school, we gave the older students a paper and asked them to write their thoughts of how important the library is to them. With the younger students, we brainstormed ideas as a group and displayed their comments as a class poster in the library.

The second part of our program was to have a story time. One story time I presented was the Author Book Talk on Kate DiCamillo that I videotaped for use in YS Competency 7. This was the book talk that I used with the 4th-5th Grades in my school. I also did a similar one for the Kindergarten – 3rd Grade students using Cynthia Rylant as the author in the spotlight. During the book talk, I told some interesting facts about the author found in their biography and gave a short talk about the author’s life. Books that were written by those authors were on display for the students to see and I briefly talked about most, if not all, of the displayed books. I read a small portion from one or two of the books to help peak the student’s interest in those authors. The books were kept on display for a few weeks after the author book talk to allow easy access for the students.
A third part of the program was a story hour that I put together using the fairy tale Cinderella. I did research on the internet and found various books based on the story of Cinderella. I then checked which of those books I had on my shelves and pulled them. After looking over all the titles, I picked a few to read to the students. All books were put on display for the students to see. The idea behind this was for the students to see that a story can be told in many ways, especially in different cultures. I took two weeks to share this program with my Kindergarten – 3rd Grade students. I wanted them to have the chance to hear as many of the variations of Cinderella as possible. During discussion, we compared and contrasted the different versions of the fairy tale. I have downloaded the video tape of the first of my story times that covered the Cinderella unit.

In evaluating my performance, I found my strength was reading the story with expression. I felt that I read the story well but could have made fewer mistakes and stumbles during the reading. When we did the comparisons, I should have brought out the difference between the original Cinderella losing her glass slipper and Cindy Ellen losing her spur (I included that in the next class’s comparisons). Also when arranging my reading area, I should have placed the white picket fence closer to the pocket chart so that I would not have to step over it to reach the pocket chart for my comparisons. In looking at the videotape, I felt that I kept most of the students’ attention. As always, there are some who cannot pay attention for any length of time. The students seemed to be listening and willing to answer questions that I asked. One area for improvement would have been to ask the children for predictions as to what they thought might be next in the story. Another way to use predictions would have been to ask them before reading the story what they thought the story might have in common with the more familiar Cinderella. All in all, I felt that I did a satisfactory job in the story time.