



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

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PUBLIC INSTRUCTION

December 19, 2011

**MEMORANDUM**

TO: State Board of Education

FROM: Mike Flanagan 

SUBJECT: Presentation of Proposed Standards for the Preparation of Teachers of Library Media (ND)

In pursuit of its goal to improve teacher quality, the State Board of Education (SBE) receives the proposal for the Standards for the Preparation of Teachers of Library Media (ND) (Attachment A). The proposed standards are an adoption of the approved American Library Association (ALA) Standards for the Initial Preparation of School Librarians. The proposed ND standards emphasize a candidate's ability to understand and integrate components of the Michigan Merit Curriculum, the Common Core State Standards, the Universal Education Vision and Principles, and the SBE approved Educational Technology Standards into their work as a library media teacher.

The ALA Standards for the Initial Preparation of School Librarians were revised October 2010. Experts in the field of library media formed a referent committee (Attachment B) and began discussing the revision of Michigan standards in June 2011. The committee reviewed the ALA's standards and discussed adopting these standards for the preparation of Michigan teachers. The referent committee met electronically and recommended the adoption of the ALA's standards October 2011. The referent committee asserts these standards will prepare candidates to meet and exceed national trends and expectations for the field of library media services.

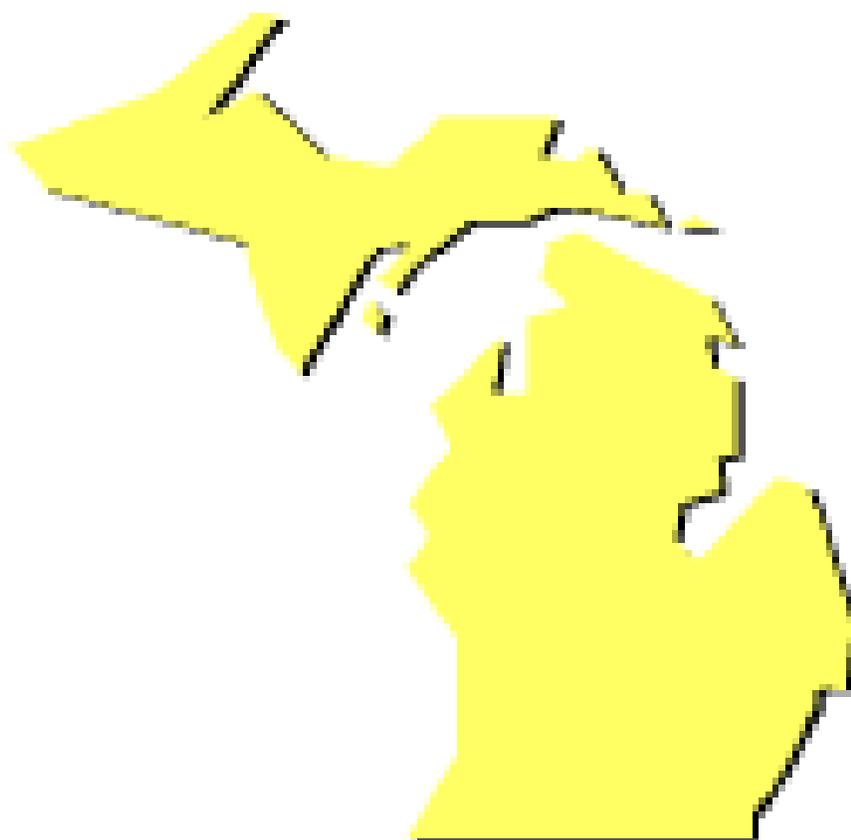
The Office of Professional Preparation Services (OPPS) will make these proposed standards available via the MDE website to groups and organizations for field review. The select groups and organizations include all Michigan teacher preparation institutions, intermediate school districts, and local school districts. The field review will begin after the presentation to the SBE on January 10, 2012, and conclude in early February 2012. The OPPS will submit the endorsement standards for SBE approval at the March 2012 SBE meeting.

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# Standards for the Preparation of Teachers of **Library Media (ND)**



**Adopted by the State Board of Education**

(DATE)

# **Proposed Standards for the Preparation of Teachers of Library Media (ND)**

## **Preface**

### **Development of the Proposal**

The Library Media referent committee (Attachment B) began discussion on the revision of the standards June 2011 and met electronically and in person throughout the fall 2011. The referent committee worked collaboratively to address concerns regarding current Library Media preparation and align the ND endorsement standards with the 2010 American Library Association (ALA) Standards for the Initial Preparation of School Librarians. The referent committee recognized that the current ND endorsement standards were outdated, and in an effort to continue to progress the field, the committee decided to recommend the adoption of the ALA's standards. The referent committee included higher education faculty, P-12 school media professionals, staff from the Michigan Library, and representatives from the Michigan Department of Education.

In addition to aligning to the ALA's standards, the committee wanted to ensure the proposed standards represent current Michigan policies inclusive of the Michigan Merit Curriculum, the Common Core State Standards, the Universal Education Vision and Principles, and the State Board of Education (SBE) approved Educational Technology Standards and Expectations. The referent committee recommends teacher preparation institutions offer the ND as an additional K-12 endorsement with a minimum of 36 semester hours to ensure appropriate breadth and depth of preparation.

### **Review of Documentation**

Teacher preparation institutions are expected to document how candidates are appropriately and adequately prepared in addressing all of the elements within the standards. Specific competency levels guide the depth of awareness, knowledge, and skills needed of the teacher candidate to adequately meet the specific standard element. The three levels are AWARENESS, BASIC, and COMPREHENSIVE understanding. An AWARENESS competency level means the teacher has a general understanding of the knowledge. BASIC understanding means the teacher candidate has the ability to understand and apply the knowledge and skills beyond the level required in the Michigan Curriculum Framework. A COMPREHENSIVE understanding means the teacher candidate has a high level of understanding and is able to effectively apply and continuously reflect on the content and learner connection.

## **Approval of Programs**

Teacher preparation institutions that wish to continue to offer programs to prepare teachers of library media are required to submit an application for program approval demonstrating how the new standards are met throughout the proposed curriculum. Students in current library media programs will have up to two years to complete the old program. The programs must be re-approved to show compliance with the new standards. Following this initial approval to new standards, the teacher preparation program will be reviewed through a national accreditation process.

### Content/Guidelines Standards Matrix

**College/University** \_\_\_\_\_ **Code** ND \_\_\_\_\_

**Source of Guidelines/Standards** State Board of Education \_\_\_\_\_ **Program/Subject Area** Library Media \_\_\_\_\_

Requirements for Library Media (ND) endorsement options:

- offered as a K-12 endorsement only at a minimum of 36 hours.

The Levels of Proficiency are:

- A = Awareness: Possesses general knowledge
- B = Basic: Ability to understand and apply
- C = Comprehensive: High level of understanding, applying, and reflecting
- \* = These standards do not have levels of proficiency. Programs either meet, or do not meet these standards.

Directions: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
1.0	<p><b>Teaching for Learning:</b> 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>		
1.1	<p>Knowledge of learners and learning - Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.</p>	C	<p><b>K-12</b></p>
1.2	<p>Effective and knowledgeable - Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.</p>	C	<p><b>K-12</b></p>
1.3	<p>Instructional partner - Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.</p>	C	<p><b>K-12</b></p>

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
1.4	Integration of twenty-first century skills and learning standards - Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the American Association of School Librarians (AASL) Standards for the 21st-Century Learner, Michigan Merit Curriculum (MMC), and the Common core state standards (CCSS). Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.	C	<b>K-12</b> 
<b>2.0</b>	<b>Literacy and Reading:</b> 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.		
2.1	Literature - Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.	C	<b>K-12</b> 
2.2	Reading promotion - Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.	C	<b>K-12</b> 
2.3	Respect for diversity - Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.	C	<b>K-12</b> 

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards
2.4	Literacy strategies - Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.	C	K-12
<b>3.0</b>	<b>INFORMATION AND KNOWLEDGE:</b> 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.		
3.1	Efficient and ethical information seeking behavior - Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.	C	K-12
3.2	Access to information - candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social, and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.	C	K-12
3.3	Information technology - Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.	C	K-12

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards		
3.4	Research and knowledge creation - Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.	C	<table border="1"> <tr> <td data-bbox="1539 334 1959 370" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td data-bbox="1539 370 1959 513"> </td> </tr> </table>	<b>K-12</b>	
<b>K-12</b>					
<b>4.0</b>	<b>Advocacy and Leadership:</b> 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.				
4.1	Networking with the library community - Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.	C	<table border="1"> <tr> <td data-bbox="1539 753 1959 789" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td data-bbox="1539 789 1959 971"> </td> </tr> </table>	<b>K-12</b>	
<b>K-12</b>					
4.2	Professional development - Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.	C	<table border="1"> <tr> <td data-bbox="1539 971 1959 1006" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td data-bbox="1539 1006 1959 1211"> </td> </tr> </table>	<b>K-12</b>	
<b>K-12</b>					
4.3	Leadership - Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.	C	<table border="1"> <tr> <td data-bbox="1539 1211 1959 1247" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td data-bbox="1539 1247 1959 1456"> </td> </tr> </table>	<b>K-12</b>	
<b>K-12</b>					

No.	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards		
4.4	Advocacy - Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.	C	<table border="1"> <tr> <td data-bbox="1539 334 1959 383" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td data-bbox="1539 383 1959 513"> </td> </tr> </table>	<b>K-12</b>	
<b>K-12</b>					
<b>5.0</b>	<b>Program Management and Administration:</b> 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.				
5.1	Collections - Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.	C	<table border="1"> <tr> <td data-bbox="1539 683 1959 724" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td data-bbox="1539 724 1959 979"> </td> </tr> </table>	<b>K-12</b>	
<b>K-12</b>					
5.2	Professional Ethics - Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.	C	<table border="1"> <tr> <td data-bbox="1539 979 1959 1019" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td data-bbox="1539 1019 1959 1170"> </td> </tr> </table>	<b>K-12</b>	
<b>K-12</b>					
5.3	Personnel, Funding, and Facilities - candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.	C	<table border="1"> <tr> <td data-bbox="1539 1170 1959 1211" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td data-bbox="1539 1211 1959 1461"> </td> </tr> </table>	<b>K-12</b>	
<b>K-12</b>					

<b>No.</b>	<b>Guideline/Standard</b>	<b>Level of Proficiency</b>	<b>Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards</b>		
<b>5.4</b>	Strategic Planning and Assessment - Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.	C	<table border="1"> <thead> <tr> <th data-bbox="1539 334 1961 380"><b>K-12</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1539 380 1961 548"></td> </tr> </tbody> </table>	<b>K-12</b>	
<b>K-12</b>					

## Glossary

Digital Citizenship	Norms of behavior as related to technology use.
Twenty-First Century Learning Skills	The American Library Association and the American Association of School Librarians defines Twenty-First Century Learning Skills as a set of standards found at: <a href="http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf">http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf</a>
<u>Universal Education Vision and Principles</u>	The Universal Education Vision and Principles reflect the belief that each person deserves and needs a positive, concerned, accepting educational community which values diversity and provides a comprehensive system of individual supports from birth to adulthood (SBE, September 12, 2006).

### **Library Media Referent Committee**

<b><u>Name</u></b>	<b><u>Institution/Organization</u></b>
Tim Staal	Michigan Association for Media in Education
Kathleen McBroom	Dearborn Public Schools
Sue Lay	Birmingham Public Schools and Michigan Association for Media in Education
Dr. Nancy Larsen	Clarkston Community Schools and Wayne State University
Dr. Kafi Kumasi	Wayne State University
Dr. Dian Walster	Wayne State University
Kristin Fontichiaro	University of Michigan
Karren Reish	Department of Education, Library of Michigan
Thomas Bell	Department of Education, Office of Professional Preparation Services