Standards for the Preparation of Teachers of

Library Media (ND)

Approved by the State Board of Education

(March 13, 2012)

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Preface

Development of the Proposal

The Library Media referent committee 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 Library Media (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 The referent committee recognized that the current ND endorsement standards were outdated, and in an effort to continue to progress the field, the committee decided to recommend the adoption of the ALA's standards.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.

Meeting Current and Future Needs

These revised endorsement standards will guide school library media preparation programs to prepare candidates to become uniquely qualified to carry out their three primary roles as: teachers, information specialists and program administrators. The research is clear there is a positive correlation between increased student achievement on standardized test scores and having school libraries appropriately staffed and prepared. These revised standards not only aim to meet current needs of the profession, but encompass future needs of an ever evolving position.

Foremost, the demands of school library media professionals today require specialists to collaborate with classroom and subject area teachers to design, teach, and assess units of study which integrate information literacy, inquiry, technology, and subject area content. In addition, school library media specialists teach students the skills and dispositions needed for navigating, gathering, deconstructing and comprehending information.

As program administrators with training in the selection of quality materials, school library media specialists guide teachers and students in selecting relevant and resonant resources in print or digital format, as well as digital tools for learning. In partnership with classroom teachers, they prepare students for the rigor of college level reading and research and provide practical strategies that benefit all students in the world of work. School librarians extend their work beyond the physical walls of the school library, providing curated online resources. As educational leaders, they participate in ongoing professional development in literacy, technology, and pedagogy so they can provide professional development and support for school wide initiatives and improvement plans.

Standard 1.0: Teaching for Learning

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.

1.1: 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.

1.2: 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.

1.3: 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.

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.

Standard 2.0: Literacy and Reading

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.

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.

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.

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.

Standard 3.0: Information and Knowledge

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.

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.

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.

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.

Standard 4.0: Advocacy and Leadership

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.

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.

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.

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.

Standard 5.0: Program Management and Administration

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.

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.

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.

5.4: 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.