

ALA/AASL Standards for Initial Preparation of School Librarians (2010)

Approved by Specialty Areas Studies Board (SASB) of the National Council for Accreditation of Teacher Education (NCATE), October 24, 2010

INTRODUCTORY MATERIAL

1. Title page

- Name of professional association:
American Library Association (ALA)/ American Association of School Librarians (AASL)
- Program and level included in the program standards:
School Library Media Programs, Master's Level
- Postal address and website for obtaining the full copy of the program standards:
American Library Association
Office for Accreditation
50 E. Huron St.
Chicago, Illinois 60611
Current and future standards are available at:
<http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/schoollibrary.cfm>
- Contact for inquiries regarding submission of SPA standards:
Laura Dare, Assistant Director
American Library Association
Office for Accreditation
50 E. Huron St.
Chicago, Illinois 60611
312-280-2435
ldare@ala.org
- Descriptions of materials or other forms of assistance the SPA makes available to assist faculty in interpreting the standards, together with charges, if any, for the materials or assistance:
 - ALA/AASL will develop materials to aid in the interpretation of the new standards and in the ALA/AASL program report compilation process. These materials will include Item 12: Optional Supplemental Document, a comprehensive qualitative description of good preparation programs prepared as a guide for faculty. These will be available at the School Librarianship Education Programs section of the ALA/AASL website,
<http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/schoollibrary.cfm>.

- ALA/AASL will continue to provide training at the ALA Annual Conference, the annual ALA Midwinter Meeting, and the bi-annual AASL National Conference. Beyond standard conference registration fees, there is no charge for attending these training sessions.
- Additionally, assistance may be provided to institutions for program alignment to the 2010 *ALA/AASL Standards for Initial Preparation of School Librarians* and for program report compilation. If an institution requests specialized training, expenses and a modest honorarium will be paid by the requesting institution to the person providing the training.
- The School Librarianship Education Programs section of the ALA/AASL website, <http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/schoollibrary.cfm>, provides general information about the AASL/NCATE program recognition process, a directory of NCATE-accredited/ALA/AASL-recognized programs in school librarianship, and more specific information geared toward program report compilers.
- Three key documents, authored and published by ALA/AASL, are referenced throughout these standards. These documents may be purchased from the ALA Store, <http://www.alastore.ala.org/aasl>.
 - *Empowering learners: Guidelines for school library programs* (2009). ISBN-13: 978-0-8389-8519-9. \$39.00.
 - *Standards for the 21st-century learner* (2007). Single copies available for download at no charge from <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>. Package of 12 copies, ISBN-13: 978-0-8389-8445-1. \$14.95.
 - *Standards for the 21st-century learner in action* (2009). ISBN-13: 978-0-8389-8507-6. \$39.00.

2. Brief introduction to the program standards for SASB use

The American Association of School Librarians (AASL) has adopted “school librarian” as the official title of the individual responsible for the development and management of library and information services in a PreK-12 environment. Other titles given to individuals with these responsibilities include, but are not limited to, “school library media specialist,” “teacher librarian,” “library information specialist,” and “media coordinator.” These standards apply to all master’s programs that prepare candidates to develop and manage library and information services in a PreK-12 setting, regardless of degree name or professional title.

“The master’s degree in librarianship from a program accredited by the American Library Association or a master’s degree with a specialty in school library media [i.e., school librarianship] from an educational unit accredited by NCATE is the appropriate first professional degree for school library media specialists [i.e., school librarians]” (ALA policy 54.2.2). With this new set of standards, only institutions offering master’s degrees to prepare school librarians will be considered for recognition. However, given that some states have undergraduate and certification programs prior to the master’s level, ALA/AASL will review undergraduate and post-baccalaureate certification programs for quality of program, when requested, but will not grant recognition or list in publications or on the ALA/AASL website.

The school librarian preparation program is predicated on the philosophy and mission of the national guidelines for school library programs of the American Association of School Librarians (AASL) as set forth in *Empowering Learners: Guidelines for School Library Programs* (AASL, 2009). The program guidelines are based on the mission of the school library program as described in the “Developing Visions for Learning” chapter in *Empowering Learners*. Built on the constructivist learning theory deeply rooted in AASL’s *Standards for the 21st Century Learner* (2007) and supported by the *Standards for the 21st Century Learner in Action* (AASL 2009), the program standards espouse the school librarian as one who “empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information” (AASL, 2009).

Empowering Learners delineates attributes of the twenty-first century school library program adapting to:

- A heightened importance of technology and evidence-based learning;
- Fluid boundaries, layered by diverse needs and influenced by an interactive global society;
- A flexible learning environment with the goal of producing successful learners skilled in multiple literacies.

It is obvious that the emphasis for school librarian candidates is facilitating teaching and learning as the very title suggests-- *Empowering Learners*. Within this construct, the elements of collaboration, leadership, and technology are integral to every aspect of the school library program and the school librarian’s role (AASL, 2009).

The basic goal of the school librarian preparation program is clear: to prepare candidates for service and leadership as school librarians serving P-12 students. The program addresses the philosophy, principles and ethics of the field through the five standards.

1. 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.
2. Candidates promote reading for learning, personal growth, and enjoyment.
3. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources.
4. 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.
5. 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.

References for Item 2: Brief introduction to the program standards for SASB use

American Association of School Librarians (AASL) (2007). *Standards for the 21st century learner*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Empowering learners: Guidelines for school library media programs*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Standards for the 21st century learner in action*. Chicago: Author.

3. Statement on development of the standards

Soliciting and responding to comments

In October 2007, Julie Walker, Executive Director of the American Association of School Librarians (AASL), was notified that the *ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation* (approved by NCATE, March 5, 2003) were due for the required seven-year review by the Specialty Areas Studies Board (SASB). Boyce Williams, NCATE Vice President, sent to AASL the SASB Standards Committee Analysis of the current standards with comments to be considered during standards revision.

In January 2008, the AASL NCATE Coordinating Committee Chair sent messages soliciting input and suggestions for revisions to the standards to three discussion lists:

AASLForum, comprised of AASL members; the AASL Educators of Library Media Specialists Section (ELMSS) discussion list; and the JESSE List from the Association of Library and Information Science Educators (ALISE).

In June 2008, in response to NCATE's invitation for comments on current program standards, the National Center on Disability and Access to Education (NCDAE), Center for Persons with Disabilities, Utah State University, sent comments to Karen O'Brien, Director, ALA Office for Accreditation.

An open meeting of the AASL/NCATE Coordinating Committee was held on Friday, January 23, 2009, at the ALA Midwinter Meeting in Denver with 20 in attendance. Current standards, feedback received in response to the discussion lists postings, as well as the comments received from the NCDAE, were discussed. Suggestions were offered for standards revision. The Coordinating Committee followed with a work session on Saturday, January 24, and members continued work on revisions throughout the spring.

Committee members then met online in early June to finalize the draft of the revised standards. This draft was distributed to the AASLForum, ELMSSList, and the discussion list for the AASL Supervisors Section (SPVSS) for comments. Comments received were addressed at an open hearing on Saturday, July 11, 2009, at the ALA Annual Conference, Chicago. Eighteen were in attendance.

The NCATE Coordinating Committee met on Saturday, July 11, 2009, to develop the next draft of revised standards and worked online throughout August and September to develop rubrics and supporting documentation for the standards. The revised standards, rubrics, and documentation were submitted to the SASB for comment and feedback in September, 2009.

In November, 2009, Laura Dare, Assistant Director, ALA Office for Accreditation, forwarded comments and suggestions received from the SASB to Coordinating Committee members. At the ALA Midwinter Meeting in Boston in January 2010, comments were discussed, and Committee members worked throughout spring 2010 to address items noted by the SASB.

In April 2010, NCATE put the draft of the revised standards out for comment to state education agencies and other SPAs. Comments were received from Dr. Susan Johnsen, Department of Educational Psychology, Baylor University.

Also in April 2010, AASL publicized the standards draft and requested comments via notice on the AASL Web page and postings to the AASLForum, Affiliates, ELMSSList, Independent Schools Section (ISS), and SPVSS listservs. Notices were published in *American Libraries Student Direct*, as well as AASL social media outlets (Facebook, Twitter, and ALA Connect). Comments were collected from 22 respondents via an online survey and discussed by the Committee in July 2010.

Drawing on developments in the school librarianship field

As the AASL NCATE Coordinating Committee worked on revision of the program preparation standards, members examined the National Board of Professional Teaching Standards (NBPTS) for Library Media PreK-12 as well as the National Educational Technology Standards for Teachers (NETS-T) from the International Society for Technology in Education (ISTE). The Committee also drew heavily from the AASL *Standards for the 21st-Century Learner* (2007), *Standards for the 21st-Century Learner in Action* (2009), and *Empowering Learners: Guidelines for School Library Programs* (2009).

Using the knowledge base

As the revised 2010 standards were developed, extensive use was made of the professional knowledge base within the field, including empirical research, disciplined inquiry, informed theory, and wisdom of practice. Immediately following each of the standards and its rubric is a narrative summary of research in support of that particular standard, followed by references cited. References are included at the end of each standard, rather than at the end of the entire document, to make them more accessible and useful to educators.

Developing consensus

During the standards revision process, input was gathered from various constituencies, detailed above and summarized here:

- AASL used multiple means to gather input from various constituencies including distribution of drafts to professional listservs, open hearings at professional conferences, and Web-based surveys.
- Constituencies from whom input was solicited included practitioners, supervisors at the district and state levels, higher education faculty, state education agencies, students in school librarianship programs, and other Specialty Professional Associations.

Samples of requests for input and the survey used are found at the following links:

- Draft of the form used
 - <http://www.unomaha.edu/libraryed/aasl/aasl-lms-standards.html>
- Survey:
 - <http://spreadsheets.google.com/viewform?formkey=dHM4TFhCV0JJY0ktWFpRV0gzdGtKQkE6MA>
- Requests for input:
 - <http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/schoollibrary.cfm>
 - <http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/DraftStandardsforComment.cfm>
 - http://www.ala.org/ala/mgrps/divs/aasl/aasleducation/schoollibrary/Draft_revised_AASL_standards_for_comment.pdf

Respondents included higher education faculty in school librarianship as well as other fields, district school library coordinators, directors of school library systems, department of education/state government officials, and school librarians. Responses to the draft revised standards were, as a whole, extremely positive, supporting the emphasis of the teaching role of the school librarian, the new standard for literacy and reading, and additional emphasis on advocacy and leadership.

Throughout the standards revision process, members of the committee carefully analyzed and discussed feedback and comments received. All suggestions were considered and, as appropriate, incorporated into the final draft of standards submitted to SASB. The AASL Board of Directors approved the draft 2010 standards at its June 2010 meeting.

References for Item 3: Statement on development of the standards

American Association of School Librarians (AASL) (2007). *Standards for the 21st century learner*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Empowering learners: Guidelines for school library media programs*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Standards for the 21st century learner in action*. Chicago: Author.

4. Addressing potential duplication and/or overlaps in standards

The revised 2010 *ALA/AASL Standards for Initial Preparation of School Librarians* complement the standards of several other professional associations, including the International Society for Technology in Education (ISTE), the Association for Educational Communications and Technology (AECT), National Council of Teachers of English (NCTE), and the Educational Leadership Constituent Council (ELCC).

Standards and elements for each of these professional associations were carefully reviewed, and while no specific duplication was identified, AASL does note that school librarians do perform some roles similar to the instructional technology specialist role described by ISTE and AECT, literacy instruction roles described by NCTE, and the instructional leadership role described by ELCC. School librarians collaborate with teachers as partners in instructional design and work with a variety of stakeholders in schools to support the integration of technology into the teaching and learning process.

School librarians bring a unique perspective to this process through their focus on information literacy and its emphasis on the selection, evaluation and use of information as critical instructional outcomes. School librarians are deeply involved in reading initiatives and in the development of literacy in its many twenty-first century forms.

While school librarians often serve a leadership role in the use and development of digital information resources, their first and most important role is that of master teacher. This role demands a holistic approach to learning and instruction that acknowledges the needs of all learners and requires school librarians to develop collections and instructional strategies that include both digital and print resources in support of the diverse learning styles and multiple literacies of their students and communities.

5. Analysis of differences from current standards

The current program standards, the *ALA/AASL Standards for Initial Programs for School Library Media Specialist Preparation*, were approved by NCATE March 5, 2003. They consist of four standards and a total of 13 elements:

Standard 1: Use of information and ideas

- Efficient and ethical information-seeking behavior
- Literacy and reading
- Access to information
- Stimulating learning environment

Standard 2: Teaching and learning

- Knowledge of learners and learning
- Effective and knowledgeable teacher
- Information literacy curriculum

Standard 3: Collaboration and leadership

- Connection with the library community
- Instructional partner
- Educational leader

Standard 4: Program administration and management

- Managing information resources: selecting, organizing, using
- Managing program resources: human, financial, physical
- Comprehensive and collaborative strategic planning and assessment

The 2003 program standards are based heavily on standards and guidelines published in *Information Power: Building Partnerships for Learning* (1998) for their organizational structure and in the concepts, vocabulary, and terminology used.

The revised 2010 program standards reflect newly published standards and guidelines in the field: *AASL Standards for the 21st-Century Learner* (2007), *Standards for the 21st-Century Learner in Action* (2009), and *Empowering Learners: Guidelines for School Library Programs* (2009).

The 2010 program standards also reflect a title change for the profession from “school library media specialist” and “school library media center” to “school librarian” and “school library.” This change follows action from AASL that officially adopted “school librarian” as the professional title in January 2010. Although the professional title has changed, the scope of the standards has not. The *ALA/AASL Standards for Initial Preparation of School Librarians* apply to all master’s programs that prepare candidates to develop and manage library and information services in a PreK-12 setting, regardless of degree name or professional title.

The revised 2010 program standards consist of five standards, each with four elements. All concepts found within the elements are reflected in the standards. Major changes from current standards to revised standards are as follows:

- Order of standards was changed to place Teaching for Learning as Standard 1, reflecting the key teaching role of the school librarian.
- Collaboration and the role of instructional partner are now included under the Teaching for Learning standard.
- Literacy and Reading are presented as a separate standard, reflecting their importance in the field.
- The information standard was broadened to include effective use of information technology and the use of research for creating new knowledge to improve practice.
- Advocacy, coupled with Leadership, is presented as a separate standard.
- Professional ethics was added as an element under the Program Management and Administration standard.

References for Item 5: Analysis of differences from current standards

American Association of School Librarians (AASL) (1998). *Information power: Building partnerships for learning*. Chicago: Author.

American Association of School Librarians (AASL) (2007). *Standards for the 21st century learner*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Empowering learners: Guidelines for school library programs*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Standards for the 21st century learner in action*. Chicago: Author.

STANDARDS – including principles, formatting, proposed waivers and programmatic standards

6. Approach to implementation of the SASB *Policy on Guidelines*

Throughout the development of the standards, the ALA/AASL NCATE Coordinating Committee reviewed the various drafts of the *SASB Policy on Guidelines* and consulted with NCATE staff on possible interpretations.

The resulting standards address the most critical topics necessary to prepare entry-level school librarians for the work that they do in schools and to provide a foundation for continued excellence throughout their careers. The revised 2010 ALA/AASL standards are concise, strong, and achievable, rather than a checklist of items to be covered. Each standard covers a topic that is crucial to the development of the skills and knowledge of school librarianship, pursuant to the SASB policy that the reviewer decisions “will be based on a preponderance of evidence at the standard level, not that every element is met” (2010 SASB Policy, p. 10). Reading encouragement and literature appreciation, for example, was an element in the previous set of standards under Information Access and Delivery. It was evident from our discussions, however, that this area is deemed to be crucial to the development of school librarians and needed to be raised to the standard level. In this way, the SASB policies guided our thinking so that the areas deemed most crucial to preparation would be at the standard level.

Focus on Student Learning

Each standard is based on the knowledge and skills needed by school librarians to develop a student-centered school library program. School librarian candidates base their teaching on knowledge of learners and develop their teaching to engage student interest and motivation. Candidates work to encourage the habit of reading in students through their knowledge of literature in all formats and the desire to instill a love of reading and literature. Candidates strive to model and promote the ethical and responsible use of information resources for all students. Candidates develop student-centered library programs and facilities. And finally, candidates manage school libraries for the greatest benefits to all students.

Following the intent of the Principles

The school library field has always been standards-based, following current best practices in both library science and education. The knowledge base of school librarianship is reflected in *Empowering Learners: Guidelines for School Library Programs* (AASL 2009), the *AASL Standards for the 21st Century Learner* (2007), and the *NBPTS Library Media Standards* (2003), and other documents such as the *Framework for 21st Century Learning* (2009) from the Partnership for 21st Century Skills. Each of the five standards is based on a critical piece of the overall knowledge base that new school librarians must have in order to be successful. The standards are written broadly, in order for the

character of each preparation program to be different, while still staying within the organizing framework of the standards.

The profession of school librarianship is situated within the library science and the education professions. It draws best practices from each of those professions. Because of this dual focus, the standards are organized according to how the practice in the profession is organized. The matrix below shows how the SASB Principles are included in each standard.

SASB Principles	Placement within AASL Standards (listed by Element)
Content Knowledge	1.4 Integration of twenty-first century skills and learning standards 2.1 Literature 3.1 Efficient and ethical information-seeking behavior 5.1 Collections
Content Pedagogy	1.1 Knowledge of learners and learning 1.2 Effective and knowledgeable teacher 2.2 Reading promotion 3.3 Information technology
Learning Environments	2.3 Respect for diversity 3.2 Access to information 5.2 Professional ethics 5.3 Personnel, funding, and facilities
Professional Knowledge and Skills	1.3 Instructional partner 2.4 Literacy strategies 3.4 Research and knowledge creation 4.1 Networking with the library community 4.2 Professional development 4.3 Leadership 4.4 Advocacy 5.4 Strategic planning and assessment

References for Item 6: Approach to implementation of the SASB Policy on Guidelines

American Association of School Librarians (AASL) (2007). *Standards for the 21st-century learner*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Empowering learners: Guidelines for school library programs*. Chicago: Author.

American Association of School Librarians (AASL) (2009). *Standards for the 21st-century learner in action*. Chicago: Author.

National Board for Professional Teaching Standards (2003). *NBPTS library media standards*. Retrieved from: <http://www.nbpts.org/>.

Partnership for 21st Century Skills. (2009). *Framework for 21st century learning*. Retrieved from: <http://www.p21.org>.

7. Decisions on waivers

No waivers are requested for these standards. School library preparation programs, although categorized as Other School Personnel, train school librarian candidates to be teachers as a substantive part of their jobs. Decisions on clinical or field experiences for school librarian candidates are determined by the interpretation of state guidelines at the unit level. ALA/AASL has no field or clinical programmatic standards.

8. A copy of the SPA standards

ALA/AASL Standards for Initial Preparation of School Librarians

The *ALA/AASL Standards for Initial Preparation of School Librarians* apply to all master's programs that prepare candidates to develop and manage library and information services in a PreK-12 setting, regardless of degree name or professional title. "School librarian" is the official professional title adopted by the American Association of School Librarians (AASL) and the American Library Association. Other titles include, but are not limited to, "school library media specialist," "teacher librarian," "library information specialist," and "media coordinator."

Standard 1: 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.

Elements

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 teacher

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 AASL *Standards for the 21st-Century Learner* and state student curriculum standards. 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 1 Rubric

Unacceptable

Assessments provide little or no evidence that candidates are able to:

- Demonstrate an understanding of learners and learning or of instructional strategies and resources that support the AASL Standards for the 21st-Century Learner;
- Collaborate with other professionals in support of curriculum and/or professional development.

Acceptable

At least one assessment provides evidence that candidates are able to:

- Demonstrate a knowledge of learners and learning by collaborating with other educators to design instruction that supports the learning styles, needs, interests and abilities of all students;
- Deliver instruction and develop assessments that make use of a variety of instructional strategies and information resources to develop and enhance the multiple literacies of P-12 students;
- Gain an awareness of and participate in professional learning activities related to library and information use to ensure all members of the learning community become effective users of ideas and information;
- Integrate emerging technologies into instruction that reinforce the skills, dispositions, responsibilities, and self assessments in AASL Standards for the 21st-Century Learner and state standards that support student achievement.

Target

Multiple assessments provide evidence that candidates are able to:

- Model and promote a knowledge of learners and learning by designing and delivering inquiry-based information literacy instruction that enhances the information, media, visual and technical literacies of P-12 students;
- Integrate emerging technologies into a variety of instructional strategies to support the diverse learning styles, interests, and ability of all students to inquire, think critically, and gain and create knowledge;
- Collaborate with educators and other stakeholders in professional development activities involving curriculum development and school improvement processes in support of student achievement.

Research in support of Standard 1

Standard 1 focuses on the school librarian candidate's ability to promote inquiry-based learning, instruction in multiple literacies, and to model effective, differentiated teaching that meets the needs of a diverse learning community. Differentiating instruction is a challenge and therefore important for school librarians, since they interact with all students, often for more than one year. Kachka (2009) commented that school librarians face the unique challenge of differentiating instruction for all students in the school no matter the culture or ability. Mestre (2009) concurred when stating that school librarians are charged with meeting the literacy needs of students with a wide variety of cultures and abilities.

Candidates need to implement an inquiry-based approach to learning. Chu's (2009) study documented that the use of inquiry project-based learning involving collaboration between the classroom teachers in general studies, language and information technology resulted in higher grades on projects and improved learning. Hoover (2006) discussed the fact that school librarians have four primary responsibilities: teacher, instructional partner, information specialist, and program administrator. Through a meta-analysis that identified effective instructional strategies, classroom management strategies and school leadership responsibilities, researchers at the Mid-Continent Research for Education and Learning (McREL) found that school librarians need to be as familiar with effective instructional strategies (Marzano, Pickering, & Pollock, 2001) as classroom teachers.

Collaboration has long been the mantra of school librarian education and continues to be a challenge for candidates. Bell and Kuon (2009) discussed teaching collaboration when instructing students online. They discovered the importance of collaboration even when alone with a computer terminal. Kuhlthau, Maniotes and Caspari (2007) presented the argument for recasting Guided Inquiry as a dynamic innovative way of developing information literacy. The authors discussed the collaborative responsibilities of the members of the instructional team. Stripling (2008) emphasized that even though inquiry-based instruction consumes more time, school librarians need to take a leadership role in fostering inquiry through effective communication with the learning community.

In short, information retrieval, information communication, and information design are constantly changing (Warlick, 2009). School librarian candidates must embrace twenty-first century standards and tools. As the Internet continues to evolve to a more dynamic, social environment, the school librarian must use social networking tools not only to discuss issues and form partnerships with administrators and classroom teachers (Lamb & Johnson, 2008) but also to impact teaching and learning (Naslund & Giustini, 2008). Using blogs, wikis and social networking in instruction engages students while teaching them to inquire and think critically while sharing information.

References

- American Association of School Librarians (AASL) (2007). *Standards for the 21st century learner*. Chicago: Author.
- Bell, M., & Kuon, T. (2009). Home alone! Still collaborating. *Knowledge Quest*, 37(4), 52-55.
- Chu, K. (2009). Inquiry project-based learning with a partnership of three types of teachers and the school librarian. *Journal of the American Society for Information Science and Technology*, 60(8), 1671.
- Hoover, C. (2006). Research based instructional strategies. *School Library Media Activities Monthly*, 22(8), 26-28.
- Kachka, A. (2009). Differentiating instruction in the library media center. *School Library Media Activities Monthly*, 25(5), 20-21.
- Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2007). *Guided inquiry: Learning in the 21st century school*. Westport, CT: Libraries Unlimited.
- Lamb, A., & Johnson, L. (2008). School library media specialist 2.0: A dynamic collaborator, teacher, and technologist. *Teacher Librarian*, 36(2), 74-78, 84.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mestre, L. (2009). Culturally responsive instruction for teacher-librarians. *Teacher Librarian*, 36(3), 8-12.
- Naslund, J., & Giustini, D. (2008). Towards school library 2.0: An introduction to social software tools for teacher librarians. *School Libraries Worldwide*, 14(2), 55-67.
- Stripling, B. (2008). Inquiry-based teaching and learning – the role of the library media specialist. *School Library Media Activities Monthly*, 25(1), 2.
- Warlick, D. (2008). *Redefining literacy*. Worthington, OH: Linworth Press.

Standard 2: 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.

Elements

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 2 Rubric

Unacceptable	Acceptable	Target
Assessments provide little or no evidence that candidates are able to:	At least one assessment provides evidence that candidates are able to:	Multiple assessments provide evidence that candidates are able to:
<ul style="list-style-type: none">• Promote or support reading through the use of literature;• Direct reading instruction or collection development that meets the needs of all readers.	<ul style="list-style-type: none">• Promote reading through a wide range of reading materials in multiple formats for both children and young adults that encourage reading for information, pleasure and life-long learning;• Collaborate with other educators to reinforce classroom reading instruction through the use of a variety of reading strategies that enhance P-12 students' ability to create meaning from text;• Develop a collection of reading resources that promotes reading for enjoyment and meets the diverse information needs and interests of all readers.	<ul style="list-style-type: none">• Promote reading for children, young adults and other education professionals through the use of high-quality and high-interest literature in print and digital formats that reflect the diverse developmental, cultural, social and linguistic needs of their P-12 students and communities;• Use authentic and engaging instructional strategies that reinforce classroom reading instruction in support of lifelong learning and to build an appreciation for literature in support of personal and creative pursuits of P-12 students and other members of the school community.

Research in support of Standard 2

As foundational skills for twenty-first century learning, literacy and reading are focal points for school librarians. Krashen (2004) presented a body of research to support the act of reading itself as the primary means of developing reading skills and literacy. Free voluntary reading, the most effective means for developing literacy, requires access to a wide variety of reading materials in multiple formats (Krashen, 2004). As part of the school librarian's role in reading, the AASL (2009) specified that school librarians must have a "deep knowledge" of high-quality reading materials for children and young adults in multiple formats. Furthermore, the school librarian must provide learners with a variety of high-interest materials for information, pleasure, and personal development as well as professional materials for teachers and staff (AASL, 2009).

In motivating young people to read, Trelease (2006) emphasized the importance of reading as a pleasurable experience and having materials of interest to readers. This supports the need for having diverse and varied collections to meet the wide variety of interests as well as developmental, cultural, social, and linguistic needs of readers. Lance et al. (2005) found that the currency of reading materials was as important as the size and variety of library collections. Those libraries with more current materials were associated with increased reading levels in students.

The presence of a trained school library professional is a powerful influence in promoting, guiding, and inspiring young readers toward a love of reading and a quest for lifelong learning (Klinger, 2006). AASL (2009) directed school librarians to read aloud to students and provide booktalks as methods of reading promotion as part of their role in reading. The Commission on Reading from the U.S. Department of Education identified “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children,” a practice to be continued throughout all grades (Anderson et al. 1985). Furthermore, research suggests that direct encouragement to read may have an impact on the amount of reading done. Morrow (1982) and Shin (2004) found that encouraging children to read was a positive factor in promoting reading if available reading material is interesting and comprehensible.

As important as direct encouragement, modeling reading both formally and informally sends positive messages to readers. Trelease (2006) identified one factor in motivating readers is having significant others who model reading. Several studies indicated that children read more when they see other people reading (Krashen, 2004). Overall, many students view the school library as helping them with their reading interests, finding stories, improving reading, and helping them enjoy reading more (Todd, 2005).

The school librarian also plays a significant role in developing reading skills and comprehension in students. School libraries are most appropriate for reading and reinforcing the reading process when the school librarian collaborates with classroom teachers and other specialists. Several studies found that students’ reading skills improve when school librarians collaborate with classroom teachers for reading instruction (Lance et al., 1993; Lance et al., 2000; Roscello and Webster, 2002).

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Standard 3: 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.

Elements

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 3 Rubric

Unacceptable

Assessments provide little or no evidence that candidates are able to:

- Design services or instruction that supports equitable access to information in an efficient and ethical manner by P-12 students and other members of their school and community.

Acceptable

At least one assessment provides evidence that candidates are able to:

- Implement flexible and equitable access to print and digital information resources by diverse members of the school community by reducing barriers to resources and services;
- Collaborate with other educators to design and deliver instruction that enhances P-12 students' ability to ethically and efficiently access, evaluate and use information;
- Integrate current and emerging technologies into instruction in support of inquiry, learning, creating and communicating information in a digital society;
- Use evidence-based practice methods to collect, interpret and use data from research to improve practice in school libraries.

Target

Multiple assessments provide evidence that candidates are able to:

- Ensure open and equitable access to information by collaborating with all members of the school community to develop solutions to physical, social and intellectual barriers to resources and services in school libraries;
- Model and promote efficient and ethical information seeking behaviors through the design and delivery of authentic and relevant learning experiences for P-12 students, teachers and administrators in professional learning communities;
- Enhance access to information for P-12 students and other members of their schools and communities through the use of current and emerging technologies that support the access, interpretation and communication of information;
- Use a variety of research strategies to create new knowledge and improve practice in school libraries.

Research in support of Standard 3

Standard 3 focuses on the school librarian candidate's ability to promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Boelens (2007) believed that the school librarian must be able to "...manage a place in the school with facilities (traditional, virtual and digital) that provide teachers and pupils with access to new kinds of information..." (p. 67). Thus, for school librarians, the importance of meeting the challenge of promoting traditional resources as well as modeling and promoting new methods of information delivery is paramount.

Although school librarians have always been faced with the challenge of providing equitable access for diverse student needs, today's challenge is daunting (Simpson, 2003). Lack of access to new information tools creates not only a digital divide (Haycock & Sheldon, 2008) but also an information divide. School librarians must work hard to remove any and all intellectual, physical and economic barriers to information for all students, teachers and other stakeholders in their learning environments. Through evidence-based action research, school librarians can promote and share the knowledge of the importance of equal access (Martin & Tallman, 2001; Howard & Eckhardt, 2006).

School librarians also need to identify and provide support for diverse student information needs. It is impossible to meet this need in isolation. The school librarian must be capable of collaborating with teachers in order to provide for the needs of all students. Hoover (2006) described strategies to engage students in cooperative learning while collaborating with classroom teachers. Kuhlthau, Maniotes, and Caspari (2007) described Guided Inquiry as an "integrated unity of inquiry, planned and guided by and instructional team of a school librarian and teachers" (p. 1). Without the integration and collaboration, the needs of diverse students are not met.

Social networking, blogs, wikis, instant messaging, texting as well as the Internet provide immense amounts of information quickly. Research shows that students are not experienced researchers (Scott & O'Sullivan, 2005). Kuhlthau, Maniotes, and Caspari (2007) described a process that integrates curriculum and information literacy concepts, which creates relevant learning. Information literacy skills are imperative if we expect students to be able to evaluate the immense amounts of information with which they are being bombarded through these various media. Hamilton (2007) stated, "We are at a critical moment in our profession, and we need to seize this moment to collaborate with our learning communities as leaders in interpreting and teaching information literacy" (p. 52).

With any research assignment, ethical research and documentation must be included. Many students not only lack research skills, they see nothing wrong with plagiarism (Johnson, 2003). Butler (2007) also emphasized the importance of teaching the ethical uses of copyright. However, Johnson (2003) made the point that in order to teach ethical research methods, school librarians need to prod teachers to move beyond the basic research paper. School librarians need to emphasize solving a problem using the

information gained. Armed with these skills, our students will have the information literacy skills to compete in the twenty-first century.

Additionally, school librarians must work to gather evidence in order to improve practice and increase the effectiveness of their programs. According to Todd (2003), school librarians must document how their programs and services impact student learning. Todd asserts that "...gathered evidence highlights how the librarian plays a crucial role in boosting student achievement, in shaping important attitudes and values, in contributing to the development of self-esteem, and in creating a more effective learning environment" (p. 54). Geitgey and Tepe (2007) emphasize the importance of collecting and presenting data, noting that, by developing evidence-based practice, school librarians can work toward "continuous improvement in library services" (p. 10).

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Standard 4: 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.

Elements

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 4 Rubric

Unacceptable

Assessments provide little or no evidence that candidates are able to:

- Positively and productively direct or advocate for a school library program within their school and community.

Acceptable

At least one assessment provides evidence that candidates are able to:

- Advocate for dynamic school library programs and build positive learning environments by articulating the role of the school library program's impact on student achievement;
- Develop professional development activities that enhance the awareness of school library programs, resources and services for students, other educators and community stakeholders;
- Network with school librarians, other information professionals, and agencies to establish cooperative initiatives that encourage resource sharing and access to information;
- Articulate the value of professional organizations and develop plan for ongoing professional growth.

Target

Multiple assessments provide evidence that candidates are able to:

- Advocate for strong school library programs by designing and leading professional development opportunities that clearly articulate the impact of a school library program's resources, services and programming on student academic achievement;
- Become active contributors in education and information professional organizations and use publications, conferences, and virtual professional development experiences and opportunities to engage in social and intellectual networks that address best practice in school libraries;
- Use research and other evidence-based data and information to contribute to and lead school improvement and professional development initiatives.

Research in support of Standard 4

Wrapping school library advocacy efforts around students and learning is a natural connection (Logan, 2008). According to Logan, study after study showed that school libraries are the means to achieving educational goals common to good schools. Using evidence-based practice, school library professionals have a solid foundation on which to build to encourage decision-makers to enhance and improve school libraries for the benefit of students.

Access to other professionals, new ideas, and tools to fulfill professional responsibilities is necessary to the school librarian's professional growth. Participation in these activities enhances opportunities for their students and fellow teachers. The school library personnel may have to educate prospective partners in a collaborative effort of improving the library program for the benefit of the students. Bush (2007) stated that we do "good work in all the right places and tend to keep it to ourselves" (p. 41). Part of advocacy is letting other members of the school community know how the library and librarians benefit the students, socially as well as academically. Collaboration and networking with others in the library's community strengthens all of the stakeholders. Hartzell (1999) said that "library advocacy is essential to library effectiveness--essential even to library survival in some places" (p. 8).

According to Hand (2008), "Constant advocacy for integration of library and information resources in classroom plans must remain a core focus for all of us school library professionals" (p. 27). Morris (2004) emphasized "the best way to reach teachers is to give them the personalized attention and professional concern that will aid them in preparing, organizing, and presenting instructional programs...providing the collaborative support that will help them to become better teachers" (p. 127). The *Library Advocate's Handbook* (American Library Association, 2006) gives invaluable support to library advocates and emphasizes tools of collaboration to be used in this effort.

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Standard 5: 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.

Elements

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.

Standard 5 Rubric

Unacceptable

Assessments provide little or no evidence that candidates are able to:

- Manage resources, services and programming in support of the diverse needs of P-12 students;
- Acknowledge and understand the ethical principles and standards of their profession.

Acceptable

At least one assessment provides evidence that candidates are able to:

- Evaluate, manage and organize school library print, non-print and digital collections to support the school's mission of teaching and learning;
- Base professional and program decisions on current standards and the ethical codes and principles of education and information professions;
- Develop, manage and organize library collections, policies and procedures to ensure open access to school library resources and services;
- Use data and information to evaluate and communicate how the school library program meets the needs of diverse P-12 student communities.

Target

Multiple assessments provide evidence that candidates are able to:

- Design, direct, and promote strong school library programs with resources, services, policies, procedures, and programming that are clearly aligned with the school's mission and that supports the ethical principles and current standards of their profession;
- Articulate and model the responsibilities of digital citizenship regarding intellectual freedom, intellectual property, and the right to privacy;
- Provide access to print, non-print and digital collections that support and enhance instruction and reflect the needs and interests of their diverse P-12 students, school and community;
- Manage, organize and evaluate school library physical resources (facilities), fiscal resources (budgets), and human resources (personnel) to ensure the school library program recognizes, celebrates and advocates for the curricular, personal and professional needs of all stakeholders.

Research in support of Standard 5

In *Empowering learners: Guidelines for school library programs*, the American Association of School Librarians (2009) produced a set of guidelines based on the belief that the "school library media program must focus on building a flexible learning environment" as well as "empower students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information" (p. 5). Standard 5 focuses on the candidate skills to build the learning environment while utilizing leadership and management skills in an organizational setting.

Teaching and modeling ethical behavior for students involves research and continuing interaction with faculty, as noted in Lincoln (2009). Electronic access to information has resulted in many concerns among the education community. School librarians lead the way in promoting intellectual property rights among information users.

In building the physical learning environment, the school librarian develops policies and procedures related to planning, budgeting, and evaluating human, information and physical resources. Rosenfeld and Loertscher (2007) suggested that "the school library exists beyond its four walls and provides real and virtual access to appropriate, high-quality resources on a 24 hours-per-day/7 days a week basis" (p. vii). Johnson (2003) noted that the library must be both "high-tech" and "high-touch" so that users find the information they need in an environment that is welcoming (p. 387). Woolls (2004) espoused the belief that school librarians need not be satisfied with just any space they are given, but they need to know that "assessing library media facilities in order to improve them" is an important part of the learning environment (p. 117).

This leads to strategic planning and assessment. Neelameghan (2007) looked at the impact of a quality library program and student achievement considering the management of the library resources. Through planning and assessment of the library program, student learning can be facilitated.

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SUPPORTING MATERIAL—including state partnership responsibilities, training for faculty and states, training for reviewers, optional supplementary document

9. SPA Responsibilities under NCATE State Partnerships

At the request of a state, ALA/AASL will review state school librarian preparation standards for alignment with national SPA program standards. When a state submits a State Partnership application to NCATE, NCATE forwards the appropriate information and documentation to the ALA/AASL NCATE Program Coordinator (Assistant Director, ALA Office for Accreditation).

The ALA/AASL NCATE Program Coordinator forwards this information and documentation to a team of experienced program reviewers for analysis.

The team of program reviewers compares the state standards with the 2010 *ALA/AASL Standards for Initial Preparation of School Librarians* and indicates that (a) there is alignment, noting any state standards that exceed the SPA program standards, or (b) there is not sufficient alignment with the SPA program standards, noting which of the standards are not sufficiently aligned and explaining why alignment is not achieved.

The team of program reviewers uses the 2010 *ALA/AASL Standards for Initial Preparation of School Librarians* as the basis for conducting the alignment review. (ALA/AASL has not created any additional guidance criteria, interpretations, principles, or identification of significant topics or features.) The team completes the SPA Standards Alignment Review Template for the NCATE State Partnership Board. The ALA/AASL NCATE Program Coordinator then forwards the team's determination to the NCATE State Partnership Board.

The team is experienced in the application of the SPA standards in their role as program reviewers. Additionally, they have experience in state practices, policies, procedures, lawmaking and regulation by which standards are prepared and administered. To avoid conflict of interest or bias, members of the team of program reviewers are not assigned to review standards for the states in which they reside or work.

Upon request, ALA/AASL will work with states during the development of state standards both to provide expertise in the field of school librarianship and to avoid, whenever possible, major problems of omission or differences that would prevent successful alignment with NCATE standards. Also, ALA/AASL will share information on (a) points of contact through SPA program coordinators, national office employees, or state affiliate members and appropriate state program or licensure staff; and on (b) training and technical assistance opportunities through national SPA meetings and elsewhere and state-sponsored training.

A state may select the NCATE Program Standards Framework or the State Program Standards Framework. If a state chooses the NCATE option, then ALA/AASL standards and NCATE review processes apply. Programs from institutions in the state undergo the NCATE program review process, and ALA/AASL makes decisions for each program as to whether or not standards are met and whether or not the program merits National Recognition.

If a state chooses the State option, it either (a) expresses that it has no interest in granting National Recognition, and any institution in the state that seeks National Recognition must do so through submission to NCATE, in the same way required under the NCATE option; or (b) expresses that it does wish the authority to grant National Recognition status to programs and applies to the SASB for this authority. ALA/AASL will abide by the SASB decision regarding how National Recognition decisions are made in this situation.

10. Training for faculty and states

Training and assistance is available to institutions and states and is coordinated by the ALA/AASL NCATE Program Coordinator and the Chair of the AASL/NCATE Coordinating Committee. Requests for such training and assistance should be made to the ALA Office of Accreditation.

Although training sessions at ALA/AASL conferences are primarily for reviewers, program report writers are welcome to attend. Training topics include the NCATE program review process, current school library program SPA standards, appropriate assessments, decision-making criteria, writing reports, and other topics selected by NCATE and ALA/AASL.

Assistance may be provided to institutions for program alignment to the 2010 *ALA/AASL Standards for Initial Preparation of School Librarians*, for program report writing, and to states for alignment of state standards to the 2010 *ALA/AASL Standards for Initial Preparation of School Librarians*.

If a state or institution requests specialized training, expenses and a modest honorarium will be paid by the requesting institution or state to the person providing the training.

11. Education, Training and Evaluation of Reviewers

ALA/AASL has specific program standards for the preparation of school librarians as part of the National Council for Accreditation of Teacher Education (NCATE) accreditation and program process. The 2010 *ALA/AASL Standards for Initial Preparation of School Librarians* are the foundation for the knowledge and skills in which candidates demonstrate competency, as determined by the profession and its

practitioners. AASL works closely with NCATE and the ALA Office for Accreditation to identify and train program reviewers who make the final decisions regarding National Recognition for higher education programs involved in the preparation of school librarians.

Recruitment of Reviewers

Notices regarding the need for reviewers and the opportunity to participate in the AASL/NCATE National Recognition process are published in AASL and ALA Office for Accreditation publications, state association newsletters, email distribution lists, professional websites, and are announced at professional gatherings. Recruiting notices include the need for reviewers that represent racial, ethnic, and gender diversity; geographic diversity; and diverse roles in the school librarian profession. Application forms are available on the AASL website and through the ALA Office for Accreditation.

Criteria for Selection of Reviewers

All reviewers must:

- Be current members of AASL;
- Have a current, demonstrated body of knowledge, expertise, and experience in the field of school librarianship;
- Have a documented level of technical literacy and have access to technology that will support the online review process;
- Have an endorsement or degree in school library media, library science or relevant field.

Potential reviewers must:

- Submit an application form and current résumé or CV to the Office for Accreditation;
- Participate in a training session;
- Be approved by the NCATE Coordinating Committee before being added to the NCATE roster of reviewers.

Training of Review Team Members

Training is designed and presented under the direction of the Chair of the AASL/NCATE Coordinating Committee and the ALA/AASL NCATE Program Coordinator.

- Training sessions for reviewers take place at ALA Annual Conference, the annual ALA Midwinter Meeting, and the bi-annual AASL National Conference. The ALA and AASL conferences are attended by members representing racial, ethnic, gender, and geographic diversity as well as diverse roles in the profession of school librarianship.

- Training topics include the NCATE program review process, current school library program SPA standards, appropriate assessments, decision-making criteria, writing reports, and other topics selected by NCATE and ALA/AASL.
- Newly identified reviewers are invited and advised to attend upcoming reviewer training sessions. Reviewer applicants are not assigned to a Review Team until they have completed a training session.
- Reviewers are periodically informed by the ALA/AASL NCATE Program Coordinator of training resources for program reviewers available on the NCATE website.

Formation of Review Teams

A team of reviewers consists of three members and represents diverse perspectives and experience in the school library profession. The work of review teams is conducted via appropriate technologies as identified by members of each team. One member of the review team is named Lead Reviewer and is responsible for consolidating the members' evaluation comments. The Lead Reviewer prepares and submits the Team Report to NCATE.

Review teams may be asked to review the following types of reports: Initial Recognition Report and Response to Conditions for Recognition. The Lead Reviewer prepares and submits the team report according to identified timelines.

Reviewers must read and complete the Conflict of Interest statements provided by NCATE before each review cycle and must honor NCATE's tenets of confidentiality.

Conflict of Interest policy (excerpted from the NCATE Code of Conduct)

- Program reviewers shall not participate in any decision-making capacity if they have a close, active association with an institution, state, or professional organization that is being considered for official action.

A "decision-making capacity" includes serving on a BOE team, or Audit Committees of the Unit Accreditation Board, State Partnership Board, Specialty Area Studies Board, or Executive Board considering the accreditation of a professional education unit, the acceptance or renewal of a state partnership, acceptance of specialty area standards, or a relationship with another entity.

A "close active association" includes:

- Serving on or have served within the last five years on a statewide decision-making board or committee related to professional educator preparation;
- Having been a member of the faculty or staff or a student at the institution within the past ten years ("student" includes persons having been enrolled

- in a significant course of study or degree program, or being a graduate of the institution);
 - Participating (on an individual basis) in a common consortium or special research relationship;
 - Having jointly authored research or literature with a faculty member at that institution;
 - Having an immediate family member attending or employed by the institution, professional organization, or state;
 - Being employed or having been employed by the state in a function related to educator preparation within the last five years;
 - Having former graduate advisees or advisors employed by the institution. When supervision of dissertations is involved, personal prejudice is especially difficult to avoid and bias is often assumed;
 - Having applied for a position at the institution, professional organization, or state;
 - Having been a consultant at the institution within 10 years;
 - Having served as a commencement speaker, received an honorary degree from the institution, or otherwise profited or appeared to benefit from service to the institution, professional organization, or state.
- Program reviewers for specialty organizations shall not review programs from institutions located in their state. Reviewers who are also members of the BOE shall declare themselves ineligible to serve on a BOE team to an institution whose programs they have reviewed.

Confidentiality policy (excerpted from the NCATE Code of Conduct)

Confidentiality is an integral part of the accreditation process. Program reviewers must have access to much sensitive information in order to conduct reviews of professional education units, program standards, and state partnership agreements. Board members and on-site review teams must protect the confidentiality of this information.

Confidentiality has no expiration date—it lasts forever.

- Program reviewers shall treat as confidential all elements of the NCATE accreditation process and information gathered as part of the process—documents, interviews, discussions, interpretations, and analyses—related to the review of professional education units, specialty organization standards, national program reviews and state partnership applications.
- Program reviewers shall not discuss in public places the particulars of an on-site accreditation visit or the specifics of any case.
- Program reviewers shall not discuss details about an institution related to an accreditation visit with anyone other than BOE team members before, during, or after the visit. Policy board members shall refrain from discussing the specifics of individual cases and decisions regarding programs and states with individuals who are not NCATE board members.

Evaluation of Review Members

Continued assignment to review teams is dependent upon the reviewers completing informed and clear reports, their ability to meet identified timelines, and their ability to work in an efficient and cooperative manner with other review team members. The ALA/AASL NCATE Program Coordinator, the AASL Executive Director, and the Chair of the NCATE Coordinating Committee are responsible for monitoring this process.

The NCATE Coordinating Committee evaluates reviewers on their participation in a training session before they are added to the NCATE roster of reviewers.

Function of Review Teams

School librarianship preparation programs are measured at the standard level. To achieve the status of Nationally Recognized or Nationally Recognized with Conditions, a program must meet all five standards. Each standard must be met in at least one assessment. A standard is met by a preponderance of evidence drawn from the elements. AASL requires that elements under each standard are generally addressed, but does not require that a specific number of elements must be met to determine that the standard as a whole is met. Reviewers look at the standard as a whole and make a professional judgment as to whether the program meets the overall intent of the standard.

Review teams may elect to make one of the following decisions regarding programs: National Recognition, National Recognition with Conditions, or Further development required/Nationally recognized with probation/Not nationally recognized.

Preponderance of evidence for each category is as follows:

- **Nationally Recognized**
All five standards were met and sufficient evidence was provided to demonstrate that candidates have developed a basic understanding and mastery of key concepts within each standard.

- **Nationally Recognized with Conditions**
All five standards have been met but some assessments fail to provide sufficient content and detail necessary to demonstrate that candidates have developed a basic understanding and mastery of key concepts within each standard.

- **Further development required/Nationally recognized with probation/Not nationally recognized**
All five standards were not met and sufficient evidence was not provided to demonstrate that candidates have developed a basic understanding and mastery of key concepts within each standard.

The review team judges the alignment of a program's assessments and candidate data with the *ALA/AASL Standards for Initial Preparation of School Librarians*. The final report identifies the review team's final decision on National Recognition, program strengths and areas for improvement and, in the case of National Recognition with

Conditions, states the conditions to which the institution must respond to receive National Recognition.

Audit Team for National Recognition Reports

A three-person audit team is identified by the ALA/AASL NCATE Program Coordinator in conjunction with Chair of the AASL/NCATE Coordinating Committee for purposes of program report review. All program recognition reports are audited for purposes of verification, clarification and consistency before being sent to the institution. The decision of the audit team is the final determination of national recognition status.

ALA/AASL NCATE Program Coordinator's Responsibilities

The ALA/AASL NCATE Program Coordinator ensures that an adequate pool of reviewers is selected and trained, review teams are formed, applications for accreditation are properly assigned, and that timelines for reporting are met.

- Record keeping related to the pool of reviewers and the status of applications is the responsibility of the ALA/AASL NCATE Program Coordinator. The ALA/AASL NCATE Program Coordinator is responsible for the coordination of NCATE and ALA/AASL review, report, and recognition activities.
- The ALA/AASL NCATE Program Coordinator advises the Chair of the AASL/NCATE Coordinating Committee on all matters regarding NCATE's national program recognition process and monitors ALA/AASL's participation in all facets of the NCATE review and reporting processes.
- The ALA/AASL NCATE Program Coordinator reports periodically to the AASL Executive Director on the status and progress of school librarian preparation program reviews and the ALA/AASL NCATE process.

Partnership between AASL/NCATE Coordinating Committee and the ALA Office for Accreditation

The AASL/NCATE Coordinating Committee and the ALA Office for Accreditation work closely and collaboratively to ensure an efficient and effective review, report and recognition process for School Librarian Preparation programs. The AASL/NCATE Coordinating Committee and the ALA Office for Accreditation work together to identify program reviewers, identify venues for recruiting and training, develop training materials, and promote opportunities for participation in all aspects of NCATE activities including recruitment of individuals to serve on the NCATE Board of Examiners responsible for site visits.

12. Optional supplemental document

ALA/AASL has opted not to submit a supplemental document at this time.