



ALA/AASL Standards

For Initial Programs for School Library Media Specialist Preparation

Approved by NCATE March 5, 2003

**American Library Association
American Association of School Librarians**

**Program Standards
School Library Media Specialist
Preparation**

**Level: Initial Preparation
Degree : Master's Degree**

**ALA/AASL Standards for Initial Preparation Programs
School Library Media Specialists**

TABLE OF CONTENTS

1.	Title Page	page 1
2.	Introduction	page 3
3A.	Development of Program Standards	page 4
3B.	Conceptual Framework philosophy, goals, knowledge base, programmatic trends	page 5
4.	Standards	page 9
	Standard 1:Use of Information and Ideas	Page 10
	Efficient and Ethical Information-Seeking Behavior	
	Literacy and Reading	
	Access to Information	
	Stimulating Learning Environment	
	Standard 2:Teaching and Learning	page 14
	Knowledge of Learners and Learning	
	Effective and Knowledgeable Teacher	
	Information Literacy Curriculum	
	Standard 3: Collaboration and Leadership	page 17
	Connection with the Library Community	
	Instructional Partner	
	Educational Leader	
	Standard 4: Program Administration	page 21
	Managing Information resources: Selecting, Organizing, Using	
	Managing Program Resources: Human, Financial, Physical	
	Comprehensive and Collaborative Strategic Planning and Assessment	
5.	Representative Evidence	page 25
6A.	Instructions for Preparing the Program Review Document	page 25
6B.	Education, Training and Evaluation of Reviewers	page 28
7.	State Program Standards	page 32
8.	Commonalities and Differences with Existing NCATE Standards	page 33
9.	Training and Assistance Available for Institutions and States	page 33
10.	Application of the New ALA/AASL NCATE Standards	page 36
	Glossary	page 37
	Bibliography	page 40

2. Introduction to the Program Standard

The School Library Media Specialist (SLMS) Preparation Program is predicated on the philosophy and mission of the national guidelines for school library media programs of the American Association of School Librarians (AASL): “to ensure that students and staff are effective users of ideas and information.” To carry out that mission, successful candidates:

- provide intellectual and physical access to materials in all formats;
- provide instruction to foster competence and stimulate interest in reading, viewing and using information and ideas;
- work with other educators to design learning strategies to meet the needs of individual students.

School Library Media Specialist candidates have the potential to be effective teachers as well as effective information specialists. Within this construct, the elements of collaboration, leadership and technology are integral to every aspect of the school library media program and the school library media specialist’s role. (AASL, 1998)

The basic goal of the SLMS Preparation Program is clear: to prepare candidates for service and leadership as school library media specialists serving preK-12 students. The program addresses the philosophy, principles and ethics of the field: to ensure that students and staff are effective users of ideas and information through teaching and learning, information access and delivery, reading advocacy, and program administration. It values research, reading, teaching and services to the field; and it determines the role of library services in a diverse and changing society.

To insure that programs prepare candidates to meet these challenging expectations, the American Association of School Librarians, on behalf of the American Library Association, has developed rigorous standards based on research findings, national and state professional documents, expert opinion, and accepted best practices in the field. 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 from an educational unit accredited by NCATE is the appropriate first professional degree for school library media specialists (Adopted July 6, 1988, by ALA Council). With this new set of standards, only institutions offering master's degrees to prepare school library media specialists 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 in publications or on the ALA/AASL website.

3A. Development of Program Standards

The American Library Association (ALA) joined The National Council for Accreditation of Teacher Education (NCATE) in 1988 and assigned responsibility for guidelines development and folio review to the American Association of School Librarians (AASL), one of ALA's eleven divisions.

Responsibility for all Accreditation functions within ALA including the administrative supervision of the NCATE review process since 1998, has been the ALA Office of Accreditation. The Assistant Director of this office collaborates with the Executive Director of AASL, who is the official NCATE contact person. The ALA Office for Accreditation historically develops and supervises the accreditation process for schools of library and information science who educates and trains all types of librarians – public, school, academic, special.

The current Standards document represents a multi-year project to replace the earlier *AASL/NCATE Guidelines and Competencies*. An AASL committee on Competencies for School Library Media Specialists, chaired by Dr. Ken Haycock, provided a framework for new Standards development. The framework incorporated the 1988 and 1998 AASL library media program guidelines *Information Power*, and updated and refined the research base and literature review.

An operational taskforce, chaired by Dr. Marilyn Shontz, built upon the framework to continue the development of the NCATE Program Standards for School Library Media Specialist Preparation. Taskforce members expanded upon the knowledge and research base, reviewed library media program best practice, reviewed related documents such as the *National Board of Professional Teaching Standards for Library Media*, and drafted a set of program standards and supporting explanations. The initial document was peer reviewed by the AASL Board, AASL Affiliate Assembly, AASL membership, and key stakeholders and other ALA divisions. Dissemination and discussion of revised drafts occurred through formal meetings at conferences (national, regional, and state), focus groups, open hearings, and via mailings, publications and listservs.

After being presented to and approved by the full AASL Board, the Standards Report was submitted to the NCATE Specialty Area Board members and other NCATE constituencies for review. At the October 2001 NCATE Specialty Area Board annual meeting, the AASL Standards and report was presented formally. The Specialty Area Board then provided comments and recommendations for further revision.

AASL convened an NCATE Revisions Taskforce to review the NCATE Specialty Areas Board comments and recommendations. This taskforce, chaired by Dr. Gail Dickinson and AASL Executive Committee member Frances Roscello, along with members from the former committee, reviewed the NCATE Standards process, NCATE Board of Examiners documents, other specialty area Standards and the Specialty Areas Board comments and

recommendations. Additional documents from state licensure agencies, which had been revised, were reviewed for possible inclusion in the final report.

The document was submitted for review by the AASL Board and was approved in concept at its June 16, 2002 full board meeting. It was posted on the AASL website and submitted to AASL electronic discussion lists in early June. A discussion forum was held during the annual conference of the American Library Association on June 16th. Following that meeting, the full committee met to review changes, and make plans for the final draft.

3B. Conceptual Framework

Program Standards: philosophy, beliefs, values

The primary goal of the School Library Media Specialist Preparation Program Standards is to prepare graduate students for service as certified school library media specialists, grades PreK-12. The program standards are intended to meet state and national standards for School Library Media Specialists (SLMS) and to insure that candidates are able to carry out the mission and goal of school library media programs as set forth by the American Association of School Librarians (AASL): “to ensure that students and staff are effective users of ideas and information.” Successful candidates thus address three critical areas of service provided in effective library media programs:

- teaching and learning
- information access and delivery
- program administration.

School library media specialist candidates have the potential to be effective teachers as well as effective information specialists. As stated in the National Board certification for library media specialists:

“They know a wide range of source material and how to access it; they develop interdisciplinary collections to meet the demographic and cultural needs of the learning community; they partner with teachers to create exciting experiences in an information-rich environment. They understand the curriculum of the school thoroughly and serve as leaders in implementing quality teaching and learning.”

This philosophy represents the evolution of professional standards over the last century. The first standards for secondary school libraries were developed under the auspices of the National Educational Association in 1920, followed in 1925 by standards for elementary programs. The American Library Association in 1945 published the first standards for K-12 school libraries. They defined the unique service functions of building-level school libraries. *Standards for School Library Programs* published in 1960 reflected a significant change in the school librarians’ role: emphasis on direct service to students, and responsibilities as a teacher. *Standards for School Library Media Programs* (1969) developed in collaboration

with several professional organizations, emphasized unified certification requirements for school librarians and other school media specialists. These standards also stressed the need to teach students media comprehension skills.

The 1975 standards, *Media Programs: District and School* gave more attention to systematic planning providing guiding principles for both site-level and district-level decision-making. By this point, the school library specialist was seen as an integral part of the total instructional program. *Information Power* (1988) provided the current mission: “To ensure that students and staff are effective users of ideas and information.” The 1988 standards asserted that building-level school library media specialists had the responsibility “to exercise leadership in establishing the partnerships and initiating the planning process.” *Information Power: Building Partnerships for Learning* (1998) built on the 1988 standards by emphasizing the role of the school library media specialist as a teaching partner. *Information Power* (1998) also established the link between the library media program and student academic achievement.

The instructional role of the school library media specialist has emerged over the years and assumed importance. In addition, the breadth and depth of the school library collection and enhanced access to it, ensures that worldwide resources will be included in a variety of formats available to all students. Program planning and evaluation is more rigorous and reflective as well. As a result, student achievement is more central to the goals of the school library media program. Therefore, programs which prepare today’s school library media specialists must also reflect these values and educational expectations.

Program goals

Program objectives are derived from the national charge for school library professionals, which is found in *Information Power*:

- to provide intellectual access to information through systematic learning activities
- to provide physical access to information
- to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information
- to provide leadership, instruction and collaboration in the use of instructional and informational technology
- to provide resources and activities that contribute to lifelong learning, while accommodating a wide range of differences in teaching and learning styles and in instructional methods, interests and capacities
- to provide resources and learning activities that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy. (IP p.1)

The preparation program integrates theory and application by reflecting the essential character of the field of library and information studies. It addresses the philosophy, principles and ethics of the field by ensuring that students and staff are effective users of ideas and information. It values research, teaching and services to the field, and it helps shape the role of library services in a diverse and changing society.

Program knowledge base

The specific goals of school library media specialists fall within the larger concept of librarianship. Librarianship has as its goal, to develop and use skills and knowledge in the areas of information resources, information access, technology, management and research as a basis for providing library and information services.

A fundamental aspect of school librarianship is **information literacy**: the ability to access, evaluate and use information from a variety of sources and in a variety of formats. According to AASL's standards, an information literate student is also an independent and socially responsible learner. This learner will need practice in communication, critical thinking and problem-solving skills in order to be prepared to work in today's world. Information literacy extends to lifelong engagement with information and ideas for personal fulfillment.

Information access and delivery is the first of the three critical areas of services for today's school library media specialists. Historically, school libraries have housed resources for the school; however, as resource-based and constructivist learning approaches gained credence, the need for intellectual and physical access to information became more critical. The school library media specialist who has a solid foundation in evaluating information, has technological expertise in retrieving and organizing information, and maintains a commitment to intellectual freedom, is able to create an information-rich learning environment within the school. The library media program needs to support and stimulate goals and spontaneous interests and inquiry of children.

Teaching and learning is the second aspect of school librarianship. Earlier versions of the school library media specialist program focused on a consultancy role and stressed locational guidance, but current practice demands a true partnership role, in which the school library media specialist and classroom teacher are engaged together throughout the instructional process. The school library media specialist brings a unique perspective to instructional collaboration, because the library program reaches all students and all curricular areas. Research has shown that student achievement increases with collaborative planning and teaching; therefore the school library media specialist must be willing to assume a leading role in curriculum and instructional development.

Program administration constitutes the third rung of the knowledge base: "the ability to manage resource center programs, services and staff in order that these services may

contribute to the stated educational goals of the school.” (Haycock, p. 307) The school library media specialist must understand management and change, must communicate clearly, and must be prepared to take tactical risks. In addition, librarians must advocate for support and must create an environment that contributes to student achievement. Effective library media programs will contribute to academic success, reading improvement, and an enhanced school culture. The school library media program will contribute to the development of a habit of lifelong learning by providing access to resources within and beyond the school. School library media specialists also need to participate in staff development opportunities. Therefore, the effective school library media specialist will exhibit leadership skills among colleagues, in essence by “leading from the middle”, as they position themselves to be recognized as leaders among equals.

Programmatic trends

According to Hopkins’ 1999 review of preparation programs for school library media specialists, the following areas need to be addressed:

- strong emphases on adult education and how adults learn, focusing on the library media specialists’ collaborations with and instruction for classroom teachers
- learning theories and how students learn
- the role of library media specialists as teachers and as instructional leaders
- curriculum development in schools
- learning communities and interdisciplinary education.

The revised program standards reflect these changes, and respond to educational trends. Since the last program review, education has emphasized outcomes-based learning and most states have developed standards that describe the level of acceptable or desired student competence. These standards reflect the public’s interest in educational accountability. While standardized tests often serve as a standards-based assessment instrument, educational practice prefers using authentic assessments, which may be multi-dimensional and complex in nature. The use of authentic learning aligns well with best practice in school librarianship which stresses information literacy. School library media specialists who collaborate with classroom teachers in designing, delivering and assessing authentic learning activities, provide students with opportunities to practice and refine life-long skills of research.

In the past decade, education has also strengthened its commitment to ensure that *all* students learn. More emphasis has been placed on meeting the needs of special populations and embracing diversity. The issue of the Digital Divide has arisen as part of this sensitivity to differing student capabilities and experiences. The school library media program is particularly suited to address this issue since it makes possible the most efficient and effective physical and intellectual access to resources in a variety of formats. Thus, school library media specialist candidates need to develop a repertoire of strategies in order to

diagnose the specific needs of the learning community, and to provide relevant resources and guidance, including technology, for optimal use of information and ideas.

4. Standards

Four specific program standards are identified and detailed here. For each standard, an introductory statement presents and establishes the broad parameters for that standard. Next, a rubric describes types of evidence or behavior that describes candidate's mastery of the skills. Descriptions of candidate skills and knowledge are detailed at each of three levels: unacceptable, acceptable, and target.

Candidates will not necessarily meet each segment of each standard at the target level. The acceptable level is adequate in many respects, although not ideal. Elements at the target level build on and extend skills articulated at the acceptable level. Therefore, candidates are expected to master acceptable level skills in addition to target skills. Candidates may incorporate some target level skills with acceptable skills. The rubric is followed by a section of supporting explanation, which describes the underlying philosophy and broad principles that guide the role and responsibilities of professional school library media specialists in the learning community.

Standard 1: *Use of Information and Ideas*

School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

Efficient and Ethical Information-Seeking Behavior

<i>UNACCEPTABLE</i>	<i>ACCEPTABLE</i>	<i>TARGET</i>
Candidates demonstrate little or no evidence of the research process. Candidates do not differentiate user needs. Candidates do not identify or support student interests or needs. Legal and ethical practices are ignored.	Candidates model strategies to locate, evaluate and use information for specific purposes. Candidates identify and address student interests and motivations. Candidates interact with the learning community to access, communicate and interpret intellectual content. Candidates adhere to and communicate legal and ethical policies.	Candidates advocate for and demonstrate effective use of current and relevant information processes and resources, including emerging technologies. Candidates model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes. Candidates plan reference services, using traditional and electronic services that are comprehensive and address the needs of all users. Candidates model and teach legal and ethical practices.

Literacy and Reading

<i>UNACCEPTABLE</i>	<i>ACCEPTABLE</i>	<i>TARGET</i>
Candidates demonstrate little or no evidence of knowledge of the reading process. They are not familiar with reading material for children and youth.	Candidates are aware of major trends in reading material for children and youth. Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.	Candidates are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults. Candidates analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers. They collaborate with teachers to integrate literature into curriculum. Candidates instill a sense of enjoyment in reading in others that leads to lifelong reading habits.

Access to Information

UNACCEPTABLE

Candidates demonstrate little or no evidence of issues related to access to information. Candidates do not demonstrate knowledge of the legal and ethical practices of the profession.

ACCEPTABLE

Candidates support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates facilitate access to information in print, nonprint, and electronic formats. Candidates comply with and communicate the legal and ethical codes of the profession.

TARGET

Candidates analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services. Candidates plan strategically to ensure physical and intellectual access to information for the entire school community. Candidates identify means of providing remote access to information. Candidates model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.

Stimulating Learning Environment

UNACCEPTABLE

Candidates demonstrate little or no evidence of awareness of the impact of the climate of the library media environment on learning.

ACCEPTABLE

Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center. Candidates identify relationships among facilities, programs, and environment that impact student learning. Candidates plan and organize library media centers according to their use by the learning community.

TARGET

Candidates demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich, library media center. Candidates use research-based data, including action research, to analyze and improve services.

Use of Information and Ideas Supporting Explanation:

Today's school library media specialists must prepare young people to function in an information society and teach them how to be learners. Learners are those who inquire, who seek information, who evaluate it, and apply it to new problems and ultimately assess how well the information has met their needs. (IP p.131)

School library media candidates model efficient and ethical information-seeking strategies. Possessing these skills will enable school library media specialists to provide

information in response to the needs of the school community, and to help learners articulate their information needs.

School library media candidates work to inspire others to acquire the life-long habits of reading and learning. They apply their knowledge of the reading process, of materials for children and young adults, and of reader's advisory services, while assisting diverse learners to select resources in a variety of formats. Since school library media specialists collaborate with the entire school community, they are uniquely poised to integrate literature into instructional programs, as well as to share and promote the personal aesthetic enjoyment of reading and other creative expressions by the school community.

School library media candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere. Candidates develop strategies to create flexible access to the library media center before and after school and throughout the school day, aligned with curricular needs. School library media candidates demonstrate the knowledge, skills, and dispositions to design a school library media facility that is collaboratively planned with the school community and provides opportunities for research, browsing, reading, listening, viewing, creative production and sharing of learning experiences. All of these activities take into account exceptionalities and diversity, providing appropriate physical and intellectual adaptations to meet the needs of all students. Understanding the need to access information from remote locations and to engage the community at large in the education of students, school library media candidates figuratively extend the walls of the library media center through online access and Web portals. School library media candidates should know and follow the legal and ethical codes of the profession, modeling the tenets of intellectual freedom, confidentiality, and intellectual property. In this way, the library media program facilitates democratic discussion and reflection.

Representative Evidence:

- Lessons: employing a variety of strategies and demonstrating development of literacy skills i.e. appreciation of authors, illustrators, fiction, nonfiction, multimedia.
- Documents: demonstrating wide knowledge of children and young adult literature; showing an understanding of ethical use of materials; showing ways to effectively use ideas and information i.e. bibliographies, projects, events, promotional materials, web tutorials or website designs.
- Plans: demonstrating comprehension of programmatic issues i.e. design and use of facilities, access and use of technology, accommodations for exceptionalities, allocation of fiscal resources, policies and procedures; documentation showing an understanding of union catalog projects, interlibrary loan organizations and networks at the local, regional, state, and national levels.
- Schedules: illustrating use of the facility by the learning community.

- Videotapes: representing types of interactions i.e. reference interviews, readers advisory sessions, or motivational reading events.
- Analyses: of issues related to literacy i.e. literary genres, reading behaviors, electronic reading programs or current trends in reading instruction.
- Pathfinders: demonstrating information-seeking behaviors and knowledge of information processes i.e. relates to a unit of study, area of personal interest or format of information.
- Websites: highlighting school library websites created by candidates that incorporate appropriate information sources, reading promotional activities, statements on policies and procedures including policies for access and ethical use.
- Special event plans: including steps to be taken before, during and after an event i.e. an author visit, a reading incentive program, or schoolwide information literacy activity.
- Posters, signs and instruction sheets: giving instructions for access to informational databases in the library and from home, classroom, and other locations.

Standard 2: *Teaching and Learning*

School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.

Knowledge of Learners and Learning

UNACCEPTABLE

Candidates demonstrate little or no evidence of knowledge of learner characteristics, learning processes, or exceptionalities. The link among student interests, learning, information skills instruction, and student achievement is not assessed or documented.

ACCEPTABLE

Candidates design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.

TARGET

Candidates ensure that the library media curriculum is documented as significant to the overall academic success of all students.

Effective and Knowledgeable Teacher

UNACCEPTABLE

Candidates develop lesson plans in isolation with little or no attention to instructional methodologies. Instruction exhibits limited strategies and the use of few resources. Student learning is not assessed.

ACCEPTABLE

Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.

TARGET

Candidates can document and communicate the impact of collaborative instruction on student achievement. Candidates develop a regular communication procedure between home and school.

Information Literacy Curriculum

UNACCEPTABLE

Candidates develop an information literacy curriculum which is in isolation from content curriculum and which relies on traditional print-only library research tools and location and access skills.

ACCEPTABLE

Candidates employ strategies to integrate the information literacy curriculum with content curriculum. Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. Candidates assist students to use technology to access, analyze, and present information.

TARGET

Candidates work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school. Candidates advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community.

Teaching and Learning Supporting Explanation:

Schools exist to create educated citizens and to teach students basic skills needed for lifelong learning. One of the most important elements of lifelong learning is information literacy. Just as information processes should be integrated with content curriculum, so too should school library media specialists integrate their teaching by collaborating with classroom teachers to plan instructional goals and strategies, deliver instruction as an integrated team, and assess the process and product of information skills integrated with the learning product.

School library media specialists are the information literacy experts in the school, modeling effective use of information skills to solve problems, pursue knowledge, and serendipitously explore the world of information.

School library media candidates must demonstrate knowledge of human development, learning theory, learner behavior, and instructional design. Candidates have the responsibility to develop instruction that will motivate students to become information literate, independent in their learning, and socially responsible in their use of information and information technology. School library media specialists develop the school library media center as a learning laboratory uniquely designed to ensure that all students are efficient and effective users of information and ideas. In their work with all learners, the school library media specialist crosses disciplines and integrates information literacy in all curricular areas (NBPTS, standard IV).

The national information literacy standards from *Information Power* and state-level information curricula, provide the basis for the school library media specialist's role in collaborative planning with classroom teachers. Such planning should include the development of assessments that accurately reflect and further the student's learning. Inquiry

is an essential component of learning in the information age, and the library media program is the keystone of this effort. The school library media specialist is the catalyst in generating a spirit of inquiry within the school.

Representative Evidence

- Lessons: demonstrating knowledge and use of AASL national information literacy standards; showing the candidate has an understanding of human development, learning theory, and instructional design; demonstrating elements of differentiation and instructional adaptations for students with exceptionalities, and incorporating authentic learning opportunities.
- Documents: showing a knowledge of information literacy standards; showing a knowledge of K-12 subject curriculum; documenting ability to plan, deliver, and assess instruction for all students i.e. different learning styles, classroom content, student behavior, or exceptionalities.
- Self-reflection: showing that the candidate has imagined ways to become a catalyst in generating a spirit of inquiry within the school.
- Teaching evaluations: including self-evaluations and reflections in practice as well as supervisors' reactions.
- Project plans and evaluations: indicating efforts made by the candidate to generate a spirit of inquiry throughout the school.
- Assessment tools: measuring progress in student literacy skills, i.e. checklists, rubrics, conferencing, journaling, and portfolios
- Websites: showing that the candidate is becoming an expert in informational and curricular needs of users
- Portfolios: including videotaped instruction and samples of student work showing successfully taught lessons demonstrating integration of information literacy skills with content area objectives.

Standard 3: *Collaboration and Leadership*

School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

Connection with the Library Community

UNACCEPTABLE

Candidates are unaware of the potential for benefits to the school library media program from making connections to the larger library community. Candidates have limited or no understanding of the role of professional associations and journals in their professional lives.

ACCEPTABLE

Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. Candidates articulate the role of their professional associations and journals in their own professional growth.

TARGET

Candidates employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries, and information centers. Candidates participate in professional associations.

Instructional Partner

UNACCEPTABLE

Candidates are not able to articulate how to create an integrated library media program from an isolated school library media center.

ACCEPTABLE

Candidates model, share, and promote ethical and legal principles of education and librarianship. Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.

TARGET

Candidates anticipate providing leadership to school and district committees. Candidates share expertise in the design of appropriate instruction and assessment activities with other professional colleagues.

Educational Leader

UNACCEPTABLE

Candidates are unaware of basic trends and issues in the field of education. Candidates have minimal knowledge of professional associations in other disciplines, or of the role of other educational professionals. Candidates take a passive role in the school.

ACCEPTABLE

Candidates are able to articulate the relationship of the library media program with current educational trends and important issues. Candidates recognize the role of other educational professionals and professional associations. Candidates translate for the school the ways in which the library program can enhance school improvement efforts. Candidates utilize information found in professional journals to improve library practice.

TARGET

Candidates develop a library media program that reflects the best practices of education and librarianship. They have a thorough understanding of current trends and issues in education. Candidates write a plan for professional growth that justifies their own professional choices. Candidates engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching. Candidates share information, apply research results, and engage in action research.

Collaboration and Leadership Supporting Explanation

The conceptual framework of *Information Power* is based on the central ideas of Collaboration, Leadership, and Technology. These ideas undergird the vision of *Information Power* and provide unifying themes for the discussion of the library media specialist's special job responsibilities and leadership roles. School library media candidates demonstrate an understanding of the four roles of the library media specialist in the school.

- As *teacher*, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs; to locate and use resources that will meet those needs; and to understand and communicate information the resources provide.
- As *instructional partner*, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources.
- As *information specialist*, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationship with teachers, administrator, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center.

- As *program administrator*, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it.

Community resources, including other types of libraries, museums, colleges and universities, and local businesses and civic groups, are natural allies of school library media programs in fostering learning, encouraging use of resources, and in promoting independent information use. Collaborative programs, cooperative collection development, and interlibrary loan are examples of the benefits of inter-library connections. School library media candidates are aware of the differing roles of academic, public and special libraries or information centers, and can interact with other library professionals for the benefit of users.

As instructional partner working with the entire school community, library media candidates demonstrate the potential to take a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, library media candidates work closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards. (IP, p. 4-5)

Leadership, like collaboration, is also essential in making connections. The library media specialist strengthens the program's connection by working as a curriculum and instructional leader within the school community by organizing and promoting learning opportunities within and beyond the school. By being involved in policies and decisions made at district, state, and regional levels, the school library media specialist promotes the importance of information literacy to student learning across the curriculum. In preparation for formal leadership roles in professional associations, the library media candidates promote the profession to current and future colleagues within the field and serves as an advocate for school library media programs to members of other disciplines and their organizations.

Representative Evidence

- Lessons: showing that student lessons are collaboratively taught; showing that candidate develops appropriate in-services for faculty; showing that candidate designs authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards.
- Documents: illustrating a knowledge-base development of leadership strategies, expectations, and goals; showing that candidate reads and uses current professional journals; that candidate interacts with professionals in other types of libraries and information centers via site visits, interviews and email correspondence; showing that candidate observes and volunteers in a school library prior to the practicum.

- Portfolios: documenting professional activities including membership in professional organization at the local, state and/or national level, attendance at conferences and workshops, and written professional development plan.
- Charts: showing knowledge of curriculum by subject and grade level
- Analysis: demonstrating that candidate systematically evaluates the collection using a variety of collection analysis techniques (needs assessment, curriculum mapping, standardized lists, etc).
- Pathfinders: selecting, accessing and evaluating information in all formats by subject and grade level.
- Self-Reflection: showing an awareness of personal leadership style; demonstrating interactions with classroom teachers and other school professionals; showing that candidate plans for evaluations of success in achieving goals indicating a pro-active leadership style.

Standard 4: *Program Administration*

School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

Managing Information Resources: Selecting, Organizing, Using

<i>UNACCEPTABLE</i>	<i>ACCEPTABLE</i>	<i>TARGET</i>
Candidates demonstrate little knowledge of accepted library policies, procedures and practices for selecting, organizing, and using information.	Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. Candidates organize the library media facility and its collections – print, nonprint and electronic –, according to standard accepted practice. Candidates support intellectual freedom and privacy of users. . Candidates plan for efficient use of resources and technology to meet diverse user needs.	Candidates utilize collection analysis and evaluation research and techniques to ensure a balanced collection which reflects diversity of format and content, reflecting our multicultural society. Candidates design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources. Candidates develop procedures to analyze the effectiveness of library media policies, procedures, and operations. Candidates ensure that polices and procedures are in place to support intellectual freedom and the privacy of users of all ages.

Managing Program Resources: Human, Financial, Physical

<i>UNACCEPTABLE</i>	<i>ACCEPTABLE</i>	<i>TARGET</i>
Candidates demonstrate little knowledge of effective management policies, procedures and principles. Candidates show little knowledge of relationship of facility to program needs.	Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies. Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues. Candidates plan adequate space for individuals, small groups and whole classes.	Candidates organize, manage and assess all human, financial, and physical resources of the library media program. Candidates advocate for ongoing administrative support for library media program and policies. Candidates actively seek alternative sources of funding for the library media program, both within and outside the school community.

Comprehensive and Collaborative Strategic Planning and Assessment

UNACCEPTABLE

Candidates are not able to develop a plan for the library media program. Candidates do not use data for decision-making.

ACCEPTABLE

Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives. Candidates use data for decision-making.

TARGET

Candidates collaborate with teachers, administrators, students and others in the school community to develop, implement, and assess long-term, strategic plans. Candidates are able to align the library media program with the information literacy standards and the school's goals, objectives and content standards. Candidates use quantitative and qualitative methods of data collection and analysis to assess data and make decisions on which to base plans and policies.

Program Administration: Supporting Explanation

School library media candidates meet the contemporary learning needs of students by creating a student-centered library media program that is carefully planned and efficiently managed. The knowledge, skills, and dispositions of the school library media candidates serves as the hub of a schoolwide culture of learning that is vital to student achievement. Effective program administration supports authentic student learning and is indispensable to the development of lifelong independent learners.

Librarians serve as cultural facilitators. Therefore, a core activity within the profession is resource management: selecting and collecting resources, storing and organizing them for retrieval and use, and maintaining that collection. In addition, school library media specialists have responsibility to teach the school community to access information effectively.

School library media candidates demonstrates the ability and expertise for administering an effective school library media program. As program administrator, the library media specialist applies leadership, collaboration, and technology skills to design and manage a program that is up-to-date, comprehensive, and integrated within the school. Program administration supports both the more visible teaching and learning function, as well as the less visible information access function in efforts to reach the entire learning community.

School library media candidates recognize that knowledge of and adherence to the principles of the profession are the foundation on which an effective library media program is built. These principles guide library media specialists in their approach to staffing,

collaborating, assessing, supporting and administering library media programs. They use principles of library and information studies to ensure that programs are meaningful, articulated, and connected to the learning community's ongoing needs and goals.

Program assessment is integral to the library media program planning process. It is also essential to ensure that the program's missions, goals, and objectives are current and student-centered and that program goals are being met. Ongoing, regular assessment of the library media program is important to assure that the program is vital and at the center of student learning. Above all, assessment focuses on the extent to which the program assures higher levels of student achievement

Library media candidates demonstrate leadership potential in assessing the information needs of the learning community. In collaboration with teachers, students, administrators, and other members of the learning community, the library media candidate demonstrates the ability to develop and implement a program assessment that demonstrates continuing attention to meeting those information needs within the school.

Representative Evidence:

- Documents: demonstrating knowledge of the school curriculum and of the district, state, and national library and information literacy standards; demonstrating knowledge of selection sources and practice with acquisition decisions; demonstrating knowledge of cataloging, classifying and technical services; demonstrating ability to create and edit bibliographic records using MARC format for the purposes of improved local access and sharing union catalogs; documents showing that candidate interviews and visits school library media specialists before beginning the practicum.
- Plans and procedures: illustrating comprehension of issues related to resource allocation i.e. facilities, collection development, staffing, and budget; developing a program assessment that demonstrates continuing attention to meeting the information needs within the school.
- Evaluations: assessing field experience performance from both the students and the supervisor's perspective; analyzing the collection by age, subject, appropriateness of the materials; investigating efficient access of collection by examining subject headings, Dewey numbers, and MARC records.
- Program Assessment: working with students, staff, administrators and assessing the school library media program, indicating understanding and achievement of the library media program's mission, goals, and objectives; demonstrating ability to make decisions based upon systematic analysis and use of relevant data and research.
- Photos, video: showing expertise in displays, organization, bulletin boards, charts that encourages student learning and reading.

- Websites: using technology to design and manage a program that is up-to-date, comprehensive, and integrated within the school.
- Self-reflection: assessing ability to lead, collaborate, and to make decisions based upon analysis.

5. Representative Evidence

Included with each of the individual Standards outlined above is a section on Representative Evidence to demonstrate candidate's proficiency. The representative evidence includes lessons, documents, plans, schedules, analyses, websites, etc. Further instructions for using representative evidence is included in the following *Instructions for Preparing the Program Review Document*.

6A. Instructions for Preparing the Program Review Document

The program review document, consisting of the contextual statement, the curriculum statement, the assessments statement, and the appendices, should not exceed 140 pages in length overall. All points must be addressed, and all data included should be summarized or aggregated. Specific individual sources of evidence (e.g. videotapes, student portfolios) should not be included here, but instead are available and can be provided when requested. Further information about the content of each section is provided below.

Contextual Statement

The context statement allows program faculty to provide background material that will help reviewers to understand information provided later in the program review document. It may include:

- Factual information about the program, such as: the administrative position of the program within the unit or the university, relative size of the program in terms of faculty and candidates, other relevant factual information that helps reviewers to visualize the institutional setting within which the program operates.
- Relevant information about the governance of the program, the mechanisms for developing policies and procedures, and information about the operation of the program. Include information about the mission, goals and objectives of the program.
- Description of the relationship between the school library media program and the College of Education, and information about how the school library media program supports and incorporates the conceptual framework of that larger unit.
- Statement of school library media faculty perceptions of the strengths and weaknesses of the program, the candidates, and the program overall, especially in relation to the standards presented here.

The context statement should be brief. It should be an executive summary of the points presented and substantiated later in the program review document.

Curriculum Statement

The school library media preparation program must provide information about its curriculum, and clearly demonstrate how that curriculum meets the standards for school library media specialist preparation. In writing this section, please include:

- An overview of degree requirements for the school library media program, including any information needed to understand how those requirements are the same as or different from other specializations within the department/unit (e.g., some courses may be required of all candidates, not only those studying to become school library media specialists).
- Evidence that the program meets the standards for school library media specialist preparation. A variety of formats may be appropriate (e.g., matrix, narrative, outline), but the document must show clearly how the assessment of candidates informs the program that the candidates must meet each element of each standard. (This means that elective courses are not sufficient evidence of meeting an element of the standard, since not all candidates are required to take them. Instead some mechanism must insure that all candidates acquire the required knowledge or skill.)
- Evidence that the program ensures candidates understand and can articulate the overall role of the school library media specialist in the learning community.
- Evidence that the program integrates professional research results, research techniques, and action research throughout the curriculum to ensure candidates are competent researchers and research consumers.
- Evidence to support the assertion that the standards are met. This evidence showing candidates meet the standards may come from mastery of assignments in course syllabi, candidate-advising sheets, committee meeting minutes, candidate handbooks, candidate portfolios, or other pertinent sources, but the evidence should be affirmed by additional evidence that candidates have mastered the skills in the standards. Remember to be brief, and to be specific in citing page numbers, objective numbers, or even which scheduled lecture refers to the content of the specific element.
- Description of the practicum experience, with attention to the details of the experience and the expertise of supervising practitioners. The information here should show how candidates are given opportunity to practice teaching the skills and knowledges specified in the standards, and evidence that they have mastered these skills and knowledges. There must also be evidence that candidates have the opportunity to work with diverse students, faculty, and communities.
- List of faculty teaching in the school library media program, with information about their expertise, experience, responsibilities and tenure status. A brief two-page vita (listing academic preparation, courses taught, recent publications and professional activities) for each may be included as an appendix.

It is recommended that the information above follow the order of the program standards, as this will make it easier for reviewers to evaluate the document. It must be immediately obvious which standard or element of a standard is being addressed. Any data used here should be aggregated (i.e., summarized) and interpreted (i.e., tell reviewers what the information means in the context of the program being reviewed). The emphasis should be on concise statements of evidence showing how the standards are being met by the program.

Assessments Statement

The school library media program must provide information showing how candidates are being assessed. The assessment elements identified must effectively measure candidate skills, knowledges, and proficiencies; items or procedures reflecting or describing other aspects of the program (such as course syllabi) are not appropriate assessment instruments. Both internal and external measures of competency can be appropriate. The school library media program must be able to demonstrate knowledge that individual candidates meet these standards at the acceptable level and therefore are fully prepared to be professional school library media specialists at the conclusion of their program. Potential assessments may include (but are not limited to):

- course assignments showing candidate ability to apply the skills and knowledges as appropriate;
- candidate evaluations from practicum experiences;
- faculty evaluation of student performance;
- candidate reflections;
- test scores from statewide teachers exams;
- candidate portfolios showcasing specific assignments or accomplishments
- candidate-authored web pages

If desired, a column in the matrices may be included to indicate how each candidate is assessed to determine that the skill or knowledge described has been acquired and that the candidate is able to apply that knowledge or skill.

The assessments used by the program should be planned and should specifically measure the candidate proficiency or proficiencies identified. Multiple measures should be in place to assess the wide variety of competencies needed to function professionally as a school library media specialist. There should be rubrics or other statements of expected competency, along with guidelines for expected performance levels, to guide faculty evaluation of candidates. The rubrics and criteria for evaluating student performance should be included with this report. Results of student assessments should be aggregated and

available for use. The aggregated data from the assessment system is to be used to guide program improvement and alignment and to ensure appropriately prepared candidates.

Include a brief statement showing how these assessments enable faculty to judge the readiness of the candidates to function as professional school library media specialists.

Appendices

The school library media program may choose to include selected appendices to support the information presented in the preceding sections. The appendices may include:

- Brief listing of plans of work or course requirements.
- Selected course syllabi.
- Short vitae for program faculty. These vitae could include:
 - ◆ list of academic preparation
 - ◆ list of courses taught
 - ◆ list of recent publications or scholarly accomplishments
 - ◆ list of current professional organization activities.
- Supporting documents that show how standards and elements are met within the program.

6B. Education, Training and Evaluation of Reviewers

Solicitation of Reviewers

Notice for solicitation of reviewers describing both the need and the opportunity to participate in the AASL/NCATE process, as well as directions for applying, will be published in AASL publications, State Association newsletters, professional websites, and announced at professional gatherings. Both paper and electronic application forms will be available through the ALA/AASL Office.

Potential reviewers apply by submitting an application form (see Appendix) and vita to the ALA/AASL NCATE Program Coordinator, the Assistant Director in the ALA Office for Accreditation. The ALA/AASL NCATE Program Coordinator and a panel of experienced ALA/AASL NCATE reviewers will review and evaluate potential reviewer's applications. This will usually be done via e-mail and conference calls. They will identify individuals to be invited to future Reviewer Training. Reviewers who are selected will serve three-year terms and may be re-appointed.

Criteria for Selection of Reviewers

- Reviewers are volunteers. No funds or travel monies are made available to them.
- Reviewers must have sufficient experience to develop a broad view of the field and be unbiased.
- Reviewers must be dedicated to both the Confidentiality and Conflict of Interest statements (Appendix).
- Reviewers should have had recent contact with quality K-12 school library media programs and experience with college or university training programs.

Formation and Function of Review Teams

- Teams should be sufficient in number and varied among specialties to provide balance and avoid bias toward one or another point-of-view. Recommended Review Team size is to have no fewer than three and preferably five reviewers.
- Team assignments need to be made giving thought to prejudicial associations between Review Team members; their families, friends, and professional colleagues; and the institution being evaluated. Should assignments be made unwittingly, it is the responsibility of the Team members to notify the ALA/AASL NCATE Program Coordinator of a potential conflict.
- One member of the Review Team will be named chairperson, and will be responsible for consolidating the members' evaluation comments and preparing the document critique that is presented to the institution.
- It is expected that programs will meet the acceptable level for each element of each standard. Team decisions on whether the program receives national recognition will be made on the basis of the report as a whole, rather than on a specific score from standards met.
- Review team may elect to make one of the following decisions regarding programs: Recognition, Request for additional information, Rejoinder recommended, or Not Recognized.
- The document critique will identify program strengths and weaknesses; will state the Review Team consensus regarding the application; and, should the application be denied, suggest to the institution improvements that need to be made in order to provide evidence of satisfactory performance.
- Teams may be asked to respond to the following types of reports: Initial portfolio review, Interim five-year review, a Rejoinder, and State Standards Document. In each case Review Team members will be sent appropriate documentation. Each Review Team member individually reads and analyzes the application documentation. At the completion of their individual analysis, Review Team

members consult by email or phone with each other and the chairperson. A consensus is reached and the chairperson prepares and sends the report to the ALA/AASL NCATE Program Coordinator within 30 days of having initially received the documentation.

- When timing is appropriate, Review Teams can schedule time at the ALA Annual or Midwinter meeting to conduct business. More often the work of Review Teams will be conducted by email or phone throughout the year.

Training of Review Team Members

- Training sessions will take place at ALA Annual and Midwinter meetings and at such other AASL conferences as the ALA/AASL NCATE Program Coordinator deems necessary to meet the training needs.
- Newly identified potential reviewers are invited to attend the next reviewer training session. No one may be assigned to a Review Team until completing the initial training session.
- Training will be created and presented, under the direction of the ALA/AASL NCATE Program Coordinator, experienced reviewers and/or individuals with special areas of expertise.
- Review Team members will learn ways to check instructional documentation presented by an institution to determine that every aspect of the AASL/NCATE Standards is addressed adequately in required coursework.
 - ◆ They will look for overall balance among courses verifying that the instructional load is evenly spread and that no one course is over-burdened with responsibilities.
 - ◆ They will look for evidence of hands-on activities with K-12 students and teachers to develop significant experience with instructional interactions.
 - ◆ They will look for evidence of collaborative coursework between Schools of Education and Schools of Library and Information Science in the areas of school library media use and management.
 - ◆ To assist Review Team members in making evaluations of the institutions application for accreditation, views of graduates regarding the adequacy of their schooling in light of on-the-job experience can be used.

ALA/AASL NCATE Program Coordinator's Responsibilities

- A Program Coordinator will assure that an adequate pool of reviewers is selected and trained, Review Teams are formed, chairpersons named, applications for accreditation are properly assigned to a Team, and that the timeline for reporting is met.

- Ongoing record keeping related to the pool of reviewers and the status of applications is the Program Coordinator's responsibility. Additionally, that person is responsible for the paperwork that must go between NCATE and ALA/AASL.
- The Program Coordinator should take ownership of the NCATE accreditation system and initiate a pro-active approach to ALA/AASL's participation in all facets of the NCATE process.
- The Program Coordinator should periodically report to the AASL Board of Directors the status and progress of school library media education and the NCATE process within the Office for Accreditation.

Evaluation of Review Members

Continued assignment to Review Teams is dependent upon the members providing relevant responses, meeting timeline requirements, and cooperating with other Review Team members. The Program Coordinator in consultation with the AASL Executive Director is responsible for monitoring this process

AASL Responsibilities to ALA/AASL NCATE Program Coordinator

In order for the ALA Office for Accreditation to be able to take ownership for and initiate pro-active actions on behalf of AASL, the Division needs to work collaboratively with the ALA Office for Accreditation. An AASL NCATE Coordinating Committee has been formed to facilitate this collaboration. The task of the committee includes identification of potential reviewers, venues for recruiting and training, development of informational materials, and opportunities to promote participation in all aspects of NCATE activities. This would include active recruitment of individuals to serve on the NCATE Board of Examiners responsible for site visits. The committee would serve in an advocacy and liaison role with the ALA Office for Accreditation. Regularly scheduled ongoing communication would be established between this AASL Committee, the Office for Accreditation and AASL divisional staff.

Confidentiality

All elements of the NCATE evaluation process, including the content of questions and answers, discussions, interpretations, and analyses, are to be treated in the most private and professional manner. Both ethical and legal considerations demand that information acquired through the accreditation process not be used for purposes other than accreditation matters, unless permission is obtained from the institution, state, or professional organization. Documents, reports, and other materials prepared by the institution, state, or professional organization for NCATE action should be treated as private documents in the absence of specific policies that make clear the degree and extent of their exposure. Beyond the

principles herein discussed, individuals should exclude themselves from participating in NCATE activities if, to their knowledge, there is some predisposing factor that could prejudice them with respect to the accreditation of institutions, recognition of states, or approval of a professional organization's guidelines.

- Individuals should not serve in any decision-making capacity regarding the accreditation of an institution, recognition of a state, or approval of guidelines if they have formerly been on the faculty or staff, have been a student, or served as a consultant member of a common consortium or special research relationships.
- Individuals involved in accreditation decisions regarding particular institutions should not have otherwise served in evaluation roles regarding the same institution, including membership on state program approval teams, regional accreditation teams, or evaluation committees for boards of trustees or regents.
- Individuals should avoid decision-making activities regarding institutions where they have been paid as consultants, served as a commencement speaker, received an honorary degree, or otherwise profited or appeared to profit from service to the institution.
- Individuals should avoid serving for institutions where they maintain close personal or professional relationships. Those serving on Review Teams are frequently well acquainted with a large number of professionals throughout the nation. Seldom does one find a Review Team where some member does not know personally faculty or staff within the institution under review. The key to this principle is found in the term close personal or professional relationships. The Review Team members should avoid serving in any decision-making capacity involving an institution where they have colleagues with whom they have jointly authored research or literature, where they have a family member, or where they have former graduate advisees or advisors. Where earlier supervision of dissertations is involved, personal prejudice is especially difficult to avoid and bias is often assumed.

7. State Program Standards

The American Association of School Librarians has fifty-one affiliate organizations within states and regions. Representatives from these affiliates meet at the American Library Association Annual Conference to discuss and communicate issues in the field of school librarianship. *Information Power*, the national standards for school library media programs, has been the framework on which state-level guidelines are based.

Through regular conferences, institutes, and workshops; through publications, journals, and electronic discussions, and through committees, task forces, and other forms of involvement, AASL works with its members to further the school library media preparation at the national, state, and regional level.

AASL also collaborates with the National Association of State Educational Media Professionals (NASTEMP), an organization of state-level professionals working at state education departments who provide consultation, technical assistance, leadership and program/grant administration to school library media programs throughout their state. AASL collaborates with other national organizations with similar educational and curriculum goals to inculcate the AASL standards documents.

AASL standards for school library media programs, since their inception in the early part of this century, have been the driving force for the development of school library media programs at the building level, for state standards, and for school library media preparation. Information Power continues that tradition, and is the base for state standards, making them naturally aligned with the NCATE Standards for School Library Media Programs. State standards are submitted to the ALA Office for Accreditation and are assigned to trained reviewers to compare with NCATE standards. The reviewers decide if the standards are aligned. If there is not evidence of alignment, the state standards are returned with explanation delineating the areas of concern.

A following section of this document has a plan for *Training and Assistance Available for Institutions and States*. This section has a detailed training plan for state-level programs. AASL, with its close relationship with state and regional affiliate school library organizations, is poised to align the standards review process with state teams to recognize strong school library media preparation programs.

8. Commonalities and Differences With Existing NCATE Standards

The American Library Association/ American Association of School Librarian's proposed NCATE Standards complement the standards proposed by several other professional associations, including ISTE, AECT, and ELCC. Standards and elements for each of these associations were carefully reviewed, and while no duplication was identified, AASL does note that school library media specialists do perform some roles similar to the instructional technology specialist role described by ISTE and AECT. School library media specialists do collaborate with teachers to help them incorporate technology into the teaching and learning process and they do possess instructional design skills. At the same time, school library media specialists bring a unique perspective to this process by focusing on information literacy as a critical instructional outcome. School library media specialists also demonstrate expertise in the location and use of information resources in traditional formats, i.e. print, which further distinguishes their role from that of a technology specialist.

9. Training and Assistance Available for Institutions and States

With the adoption of the new Programs for School Library Media Specialist Preparation Standards an important shift in accreditation and program review is taking place. The shift is toward use of performance evidence in accreditation and program review decisions and away from an emphasis on inputs-based evidence. Evidence must now demonstrate that

candidates have mastered what is contained in the standards. Evidence that describes what is offered to candidates during their experiences in a program will no longer be sufficient to determine whether a program merits national recognition. It will be the responsibility of the individual institutions and states to demonstrate candidates graduating from institutions that will receive NCATE accreditation have mastered the content of the standards. An NCATE timeline is in place for transition to the new performance-based accreditation procedures which allows time to plan, develop, pilot, and fully implement assessment systems that generate candidate proficiency information. The transition needs to be completed by 2005.

Training Plan for States

The ALA/AASL NCATE standards for Programs for School Library Media Specialist Preparation will be shared with the states. Copies will be sent to appropriate state education department personnel. Additional copies will be sent to individual graduate level institutions within the state that have a program for educating school library media specialists. The text of the standards and other related information will be posted on the ALA/AASL webpage. Additionally, training workshops will be provided at ALA/AASL conferences to meet the demand for information. The AASL NCATE Committee, AASL Office, and Office for Accreditation will develop content of the workshops. It is the responsibility of the state to demonstrate that their state standards are aligned with those of ALA/AASL. Showing how state standards are aligned means that the state demonstrates that its own description of what candidates should know and be able to do closely parallels the specialty standards. The state standards do not need to be identical, but rather must be similar and comparable. The primary interest is in illustrating how specialty standards are addressed by a state, although states may have additional or unique features in their own standards.

A state seeking an NCATE partnership must provide information on the contextual background of the state standards and information on alignment of the state standards with the ALA/AASL specialty standards. A matrix that facilitates direct comparison of state standards describing candidate's knowledge and skills with each ALA/AASL standard should be provided. Information describing the state's quality assurance system related to selection of individuals participating in program approvals and a description of how the state plans to collect and review candidate performance information from multiple forms of assessments should be provided. ALA/AASL specialty area is responsible for providing assistance to states as they develop their own standards to avoid, so far as possible, major problems of omissions or differences that would prevent successful alignment with ALA/AASL standards. It is recommended that a state seeking an NCATE partnership reviews and addresses the content of the document Recommended Practices for State Program Approval (excerpted from Conditions and Procedures for State/NCATE Partnerships). Communication and documentation between a state and ALA/AASL may be accomplished via disc, email or website.

Training on the specialty area standards is held at least twice yearly during regularly scheduled national conferences. Reviews entail NCATE forwarding State Standards submissions to the Program Coordinator who coalesces a team of specialty reviewers.

Reviewers best acquainted with the AASL Standards are chosen for the state review process in accordance with AASL policy and process documents. Reviewers submit a report to the Program Coordinator indicating to what extent the State Standards align with the specialty area's standards. The Program Coordinator sends the report to NCATE. States can contact the Program Coordinator for names of reviewers willing to participate in state-sponsored training sessions. The Program Coordinator will then recommend experienced reviewers for those sessions.

Training plan for Institutions of Higher Education

Copies of the ALA/AASL specialty area standards will be sent to appropriate personnel at graduate level institutions offering programs for preparing school library media specialists. The text of the standards and other related information will be posted on the ALA/AASL webpage. Additionally, training workshops will be provided at ALA/AASL conferences to meet the demand for information. The AASL NCATE Committee, AASL Office, and Office for Accreditation will develop content of the workshops. The Educators of Library Media Specialist (ELMS) section of AASL will be consulted as appropriate.

An NCATE timeline is in place for transition to the new performance-based accreditation procedures which allows time to plan, develop, pilot, and fully implement assessment systems that generate candidate proficiency information. The transition needs to be completed by 2005. Because this process will be new to some institutions, initial workshops would focus on brainstorming what types of evidence would best facilitate the review process. Discussions would lead to a consensus about what evidence needs to be gathered and how it can be organized and presented to best communicate candidate's mastery of the content of the standards. Assessment methods and criteria will need to be determined, along with policies for gathering, using, storing, and reporting of data. Strategies for producing aggregated results from individual data will need to be developed. An additional topic for discussion within the workshops would be how to document the program's place within the contextual framework of the institution. Consideration must be given to how the resulting data will be used to foster continuous improvement of the program related to relevant standards. It is recommended that an institution seeking NCATE accreditation review and address the content of the document Principles for Performance-Based Assessment Systems in Professional Education Programs (a statement from NCATE's Specialty Areas Studies Board, February, 2000).

A description of the review process conducted by ALA/AASL review teams will be provided to institutions applying for accreditation. The review team will provide useful, substantive responses including program strengths and weaknesses, the overall judgment as to whether the program merits accreditation or not, and what program improvements would be needed to gain accreditation. Institutions whose program does not initially receive full accreditation may submit a second or third rejoinder demonstrating program improvements. Whenever possible the rejoinders are reviewed by the same individuals who conducted the initial review. All programs requesting accreditation, including those seeking renewal of their current status will be required to go through the full accreditation process. It is the

responsibility of the institution to provide performance-based evidence demonstrating their degree candidate's mastery of the content of the ALA/AASL standards. The documentation used to develop the report provided the review team, should be retained to facilitate further communication with the team. Once the accreditation process has been completed the documentation should be used to assess continuous improvement activities.

10. Application of the New ALA/AASL Standards

These standards represent a major change in ALA/AASL standards for the preparation of school library media specialists. All master's degree programs seeking program recognition from ALA/AASL must submit a full institutional program report based on these new standards.

School Library Media Program Standards Glossary

Access	Access to the school library media program and resources is defined in three ways. Physical access refers to the ability of all users to easily make use of the library media center facilities and resources. Intellectual access ensures that all users will find materials on their reading, interest, and comprehension levels. Economic access refers to the removal of all barriers to library materials and services based on the user's ability to pay.
Advocacy	The coordinated and comprehensive process by which support for the library media program is created within the greater community.
Challenged materials	Books and other resources that are identified by concerned citizen(s) with an expressed desire to remove them from the library collection.
Collaboration	In a collaborative instructional information skills unit, the school library media specialist works closely with other teachers in the school to co-plan, co-teach, and co-assess information skills
Collection development	The systematic process of gathering input on user needs, identifying materials to meet those needs, and acquiring those materials for the library collection
Confidentiality	The legal expectation by patrons that their reading, viewing, and listening of library resources is not revealed to others without their permission.
Cooperative collection development	Two or more libraries, possibly of different types (such as public academic, school, or special) working together to jointly acquire materials
Digital Divide	Term used to refer to the growing gap between those who have access and can use information technology, and those who cannot.
Diversity	The NCATE definition of diversity is “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area” (NCATE). A diverse library media program extends that concept to apply to the library collection, to issues of access to the library media center, and to design and delivery of information skills instruction.
Fixed scheduling	A method of assigning each class in the school a set time to use the library each week. This is usually done to provide the classroom teacher with a planning period. This method prevents the school library media specialist and the classroom teacher

from collaboration, especially in larger schools

Flexible access	The opposite of fixed scheduling, the school library media program is not used as a method of providing the teacher's planning period. Classes are scheduled as a result of instructional need.
Format	Refers to the variety of ways in which information is packaged. Common formats are books, videotapes, electronic, audio recordings, etc.
Information ethics	Use of information in accordance with both legal and moral precepts. The library patron's right to privacy, to full access of information, and the right to expect that other patrons will respect ownership of information are included.
Information literacy	The ability to locate and use information in all formats
<i>Information Power</i>	The national guidelines for school library media programs first published by AASL in conjunction with the Association for Educational Communication and Technology in 1986, and revised in 1998.
Information retrieval	Usually electronic, information retrieval refers to the process of identifying, locating, and accessing the full text of information, in all formats, and wherever located.
Information specialist	Person with professional training in the organization, storage, and retrieval of information
Information technology	Commonly used to refer to the computer and other technology used to store or retrieve information
Instructional partner	The concept of the school library media specialist as an active participant in the instructional life of the school, and in the education of each student.
Integrated information skills curriculum	The alignment of the identified information skills curriculum with subject area curricula.
Intellectual freedom	The right of each patron to access information and ideas according to their needs or interests.
Life-long reading	The creation of a strong desire to read that continues throughout the student's life.
Location and access	Limiting information skills instruction to the identification of materials and their placement in the library. Does not typically include instruction in the comprehension, use, or synthesis of the information
Mission	The mission of the school library media program in the school is to "ensure that students and staff are effective users of ideas and information". This mission was first developed for the 1986 edition of <i>Information Power</i> , the national guidelines for school

	library media programs, and has remained the mission.
Open access	Users are welcomed in the library media center before, during, and after the school day without barriers
Organization of information	Term used to refer to the standard protocols by which information is arranged. Other terms that are sometimes used are cataloging and classification, technical services, etc.
Outcomes-based learning	Identifying what students will know and be able to do at the end of an educational process
Privacy	The legal expectation by patrons that their reading, viewing, and listening of library resources is not revealed to others without their permission.
Program administration	The role of the school library media specialist centering on the management of the school library media facility and services
Reading habit	The creation of a strong desire to read that continues throughout the student's life.
Resource-based learning	Using materials in a variety of formats to teach, illustrate, or support the curriculum concepts.
School Library Media Center	Usually refers to the room in the school that houses the school library media facility
School Library Media Program	The integration of the services coordinated by the school library media specialist including but not limited to those within the school library media center.
School Library Media Specialist	The professional licensed school library media teacher with specialized training and education in the school library media profession.
Selection policy	Formal statement guiding the identification of materials to be included in the school library media collection, and the school collection of instructional resources.
Selection tools	Established books, review journals, and other aids that are recognized by the library field as valid and reliable sources of information to assist the school library media specialist in the identification of resources.
Technical services	The assorted skills associated with preparing information resources for use by patrons, including cataloging and classification, database management, and other skills.

Research Base: List of Sources

In 1989 AASL prepared its first set of NCATE Guidelines for school library media education programs. The research base identified in 1988-89 was relied upon again in 1993 during the Guidelines revision process. Since both of these earlier documents covering the professional research base continue to inform the current process of writing and adopting new Standards, the current Standards bibliography includes primarily those research reports, thought pieces, and reports of practice related to school library media education programs that have been published since the 1992-93 Guidelines publication.

Three other extensive literature reviews used in the development of these Standards included Barron's 1990 review published in The Research of School Library Media Center, the chapter on 20th century school libraries in the 2001 edition of The Encyclopedia of Library and Information Science, and the bibliography created for the May 2000 Review and Comment Edition by the AASL/NCATE Program Standards Development Project. To ensure input from across the nation, the Task Force also completed its own search of current state school library media education program guidelines and standards.

Selected Sources:

Aaron, S. L. (1995). Bridges, windows, and frameworks: A twenty-first century school library media education curriculum. In B. J. Morris (Ed.), School library media annual, Vol. 13, pp. 24-30. Englewood, CO: Libraries Unlimited.

AASL/NCATE Program Standards Development Project, Drafting Committee. Program standards for the preparation of school library media specialists; Review and comment edition. Chicago: American Association of School Librarians, May 2000.

American Association of School Librarians. (1994). Curriculum folio guidelines for the NCATE review process; School library media specialist basic preparation. 2nd. ed. Chicago: American Library Association.

American Association of School Librarians (1999). A planning guide for information power. Chicago: American Library Association.

American Association of School Librarians and Association for Educational Communications and Technology. (1998). Information power; Building partnerships for learning. Chicago: American Library Association.

Association of Educational Communications and Technology. Standards for the accreditation of programs in educational communications and information technologies. (4th ed.) Available from <http://www.aect.org/ProfessDevel/NCATE/Standards4/NCATEContent.htm>.

Association for Library and Information Science Education. KALIPER Advisory Committee. (July 2000). Educating library and information science professionals for a new century: The KALIPER report. Reston, VA: ALISE.

Association for Teacher-Librarianship in Canada & Canadian School Library Association. (1998). Students' information literacy needs: Competencies for teacher-librarians. Pouch Cove, Newfoundland: ATLC. Available from <http://www.atlc.ca>. Accessed 5 April 2001.

Association for Library Services to Children. (2000). Competencies for librarians serving children in public libraries. Rev. ed. Chicago: ALA.

Barron, D. (1990). Research related to the education of school library media specialists. In B. Woolls (Ed.), The research of school library media centers: Papers of the Treasure Mountain Research Retreat, Park City, Utah, October 17-18, 1989, pp. 215-230. Castle Rock, CO: Hi Willow.

Bernhard, P. (1994). The school media/information specialist: A comparison of standards and guidelines about personnel, competencies, and education (international level, United States of America, France, United Kingdom, and English-speaking Canada). In C. C. Kuhlthau, C. C. (Ed.), School library media annual, Vol. 12, pp. 244-272. Englewood, CO: Libraries Unlimited.

Bialo, E. & J. Kachala. (1996). The effectiveness of technology in schools: A summary of recent research. School Library Media Quarterly 25(1), 51-57.

Bradburn, F. (1999). Output measures for school library media programs. New York: Neal-Schuman.

California Library Association. (1999). Competencies for California Librarians in the 21st Century. Sacramento, CA: CLA. Available from <http://www.cla-net.org/pubs/Competencies.html> Accessed 17 April 2001.

California State Department of Education (1998). Check it out! Sacramento, CA: CDE.

Clyde, L. A. (1999). Managing infotech in school library media centers. Englewood, CO: Libraries Unlimited.

Council of Chief State School Officers. INTASC Core Standards. Available from <http://www.ccsso.org/intascst.html> Accessed 17 April 2001.

Doyle, C. (1994). Information literacy in an information society: A concept for the information age. Syracuse, NY: ERIC.

Dumas, J. A. (1994). Continuing education and job performance of school library media specialists. (Doctoral dissertation, Georgia State University.)

Easun, S. (1994). Beginner's guide to efficiency measurement. School Library Media Quarterly 22(2), 103-106.

Everhart, N. (1998). Evaluating the school library media center. Englewood, CO.: Libraries Unlimited.

Eisenberg, M. B., & M. Brown (1992). Current themes regarding library and information skills instruction: Research supporting and lacking. School Library Media Quarterly 20(2): 103-10.

Elias, M. (1997). Promoting social and emotional learning: Guidelines for educators. Arlington, VA: Association for Supervision and Curriculum Development.

Ely, D. P. (1997). Professional education in educational media and technology: A 75 year perspective. TechTrends 43(1):17-22.

Farmer, L. (1999). Cooperative learning activities in the library media center. 2d ed. Englewood, CO: Libraries Unlimited.

Farmer, L. (1999). More than information: The role of the library media specialist in the multimedia classroom. Englewood, CO: Libraries Unlimited.

Gorman, M. (2000). Our enduring values. Chicago: American Library Association.

Gustafson, K. & Smith, L. (1994). Research for school library media specialists. Norwood, NJ: Ablex.

Hartzell, G. (1994). Building influence for the school librarian. Worthington, OH: Linworth.

Haycock, K. (1995). Research in teacher-librarianship and the institutionalization of change. School Library Media Quarterly 23(4), 227-33.

Haycock, K. (1996). Teacher-librarianship: Bridging the gap between research and practice. In J. Webb (Ed.), Sustaining the vision: Selected papers from the 24th annual conference of the International Association of School Librarianship, pp. 11-17. Worcester College of Education, Worcester, England, July 17-21, 1995. Seattle, WA: International Association of School Librarianship.

Haycock, K. (1998). Students' information literacy needs: Competencies for teacher-librarians in the twenty-first century. In S. Shoham & M. Yitzhaki (Eds.), Education for all: Culture, reading and information; Selected papers of the 27th annual conference of the International Association of School Librarianship, Bar-Ilan University, Ramat-Gan, Israel, July 5-10, 1998, pp. 81-89. Seattle, WA: International Association of School Librarianship.

Haycock, K. (ed.) (1999). Foundations for effective school library media programs. Englewood, CO: Libraries Unlimited.

Indiana Professional Standards Board. (1998). Standards for teachers of library/media. Indianapolis, IN: Indiana Professional Standards Board.

International Society for Technology in Education. (2000). National educational technology standards for students: Connection curriculum and technology. Eugene, OR: International Society for Technology in Education.

Karp, R. S. (1995). Education for librarianship: A Survey of the literature, 1988-1995. Education in Libraries, 19: 3: 13-25.

Kent, A. (Ed.) (2001). The twentieth-century school library. In Encyclopedia of library and information science. Vol. 73, supplement 34. New York: Marcel Dekker.

Kentucky Department of Education. Essentials of a model library media program. Online. Available from <http://www.kde.state.ky.us/oet/customer/online2/online2.asp> Accessed 17 April 2001.

Krashen, S. (2001). Current research: The positive impact of libraries. California School Library Association Journal, 25 (1), 21-24.

Krashen, S. D. (1993). The power of reading: Insights from the research. Englewood, CO: Libraries Unlimited.

Lance, K. and Loertscher, D. (2001). Powering achievement: School library media programs make a difference. San Jose, CA: Hi Willow.

Lester, J. & K. Latrobe. (1999). The education of school librarians. In K. H. Latrobe (Ed.), The emerging school library media center: Historical issues and perspectives pp. 1-15. Englewood, CO: Libraries Unlimited.

Loertscher, D. (2000). Taxonomies of the school library media program. San Jose: Hi Willow,

Loertscher, D. & B. Woolls (1999). Information literacy: A review of the research. San Jose, CA: Hi Willow.

Massachusetts Department of Education. Teacher certification. 7.10: Requirements for educator certificates; Library media specialist (all levels). Available from <http://www.doe.mass.edu/cert/regs/library.html>. Accessed 17 April 2001.

Montgomery, P. K. (1991). Cognitive style and level of cooperation between the library media specialist and classroom teacher. School Library Media Quarterly 19(3), 185-190.

Morris, B. J. (Ed.) (1995). School library media annual, vol.13. The future of school library media programs. Englewood, CO: Libraries Unlimited.

National Board for Professional Teaching Standards. Library media. Arlington, VA: NBPTS. Available from http://www.nbpts.org/standards/standards_cert_overview.html Accessed 1 April 2001.

National Council for Accreditation of Teacher Education. NCATE 2000 unit standards (newly revised). Available from http://www.ncate.org/accred/m_accreditation.htm. Accessed 17 April 2001.

National Council for Accreditation of Teacher Education. Program standards for elementary teacher preparation. Available from <http://www.ncate.org/standard/programstds.htm> Accessed 17 April 2001.

National Study of School Evaluation. (1998). Program evaluation: Library media services. Schaumburg, IL: NSSE (<http://www.nsse.org/progeval.html>).

North Carolina Department of Public Instruction (2000). Impact: Guidelines for media and technology programs. Raleigh: NCDPI. Available from <http://www.ncwiseowl.org/impact.htm>. Accessed 5 April 2001.

Oklahoma Commission for Teacher Preparation. (1999). Library-media specialist program matrices. Norman, OK: OCTP.

Paris, M. Beyond competencies: A trendspotter's guide to library education. Information Outlook, 3(12) 31-34, 36.

Pitts, J. M., McGregor, J. & Stripling, B., eds. (1996). Mental models of information: The 1993-94 AASL/Highsmith Research Award Study. School Library Media Quarterly 23(3), 177-84.

Rubin, R. (2000). Foundations of library and information science. New York: Neal-Schuman.

Schmidt, W. D. & D. A. Rieck. Managing media services: Theory and practice. 2nd. ed. Englewood CO: Libraries Unlimited, 2000.

Shannon, D. M. (1996). Tracking the transition to a flexible access library program in two Library Power elementary schools (in central Kentucky). School Library Media Quarterly 24(3), 155, 158-63.

Stripling, B.K. (1995). Learning-centered libraries: Implications from research. School Library Media Quarterly 23(3), 163-70.

Taylor, A. (2000). The organization of information. Englewood, CO: Libraries Unlimited.

Texas State Board for Educator Certification. Preparation manual for the examination for the certification of educators in Texas: Learning Resources 35. (ExCET.). Available from <http://www.excet.nesinc.com/excetstudyguid/35%20Learning%20Resources.html>. Accessed 16 April 2001.

Vansickle, S. (2000). Educating preservice media specialists: Developing school leaders. School Libraries Worldwide 6:2:1-20.

Wilson, A.M. & Hermanson, R. Educating and training library practitioners: A comparative history with trends and recommendations. Library Trends, 46(3) 467-504.

Wisconsin Department of Public Instruction. Library media specialist licenses (initial and professional levels). Final draft of guidelines. Available from <http://www.dpi.state.wi.us/dltcl/imt/lmslic.html> Accessed 17 April 2001.

Woodruff, L.C. (1994). Assessments by selected school library media specialists of required job competencies as compared to learned competencies. Doctoral Dissertation, Wayne State University.

Woodsworth, A. (1994). The future of education for librarianship: Looking forward from the past. Washington, CD: Council on Library Resources.

Woolls, B. (1999). The school library media manager. 2d ed. Englewood, CO: Libraries Unlimited.

Young Adult Library Services Association. Professional Development Center. (1998). Young adults deserve the best. Chicago: ALA.

Zweizig, D. & Hopkins, D. (1999). Lessons form Library Power: Enriching teaching and learning. Englewood, CO: Libraries Unlimited.

