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

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

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-

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 ac

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 08fostering 08fostepetg aidinin the effective u/F1 8.58.24 0 Tw (46) Tw (Standar291:

Access to Information

UNACCEPTABLE

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 environment in response to any

enSation in respo3rsmyl Libra14ollaborstud67 n.00Ung dst Prhe sto help 0.036 and Tc 0 Tw ( )f015 0 5 T
 media cdge,aft-087.7TDonment in d Tj 3 0 TD arners .01f1.52 0, mo lhe sto h enetlearn38t0 Siu

- 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*

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

- 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.

- 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.

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 liter

- 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

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 NATE 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 on 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

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

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
Information Power	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 *Information Power*, 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

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. <u>School Library Media Quarterly</u> 22(2), 103-106.

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

Indiana Professional Standards Board. (1998). <u>Standards for teachers of library/media.</u>

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

National Board for Professional Teaching Standards. <u>Library media</u>. 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. <u>NCATE 2000 unit standards</u> (newly revised). Available from http://www.ncate.org/accred/m_accreditation.htm. Accessed 17 April 2001.

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

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

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

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

Paris, M. Beyond competencies: A trendspotter's guide to library education. <u>Information Outlook</u>, 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. <u>School Library Media Quarterly</u> 23(3), 177-84.

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

3.72 235.87TAi313.8 TD (.rg 0 Tg 0 Tg 3En-13.80c,.32D -0. Tc 0 Tpr64 .32511.8 TD42 231) TTw (

Taylor, A. (2000). <u>The organization of information.</u> 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. <u>School Libraries Worldwide</u> 6:2:1-20.

Wilson, A.M. & Hermanson, R. Educating and training library practitioners: A comparative history with trends and recommendations. <u>Library Trends</u>, 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). <u>The future of education for librarianship: Looking forward from the past</u>. Washington, CD: Council on Library Resources.

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

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

Zweizig, D. & Hopkins, D. (1999). Lessons form Library scil on Library-13.8 TD7iariric on te8 90 2