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Information

Professional Services Committee

Plan for the Review of the Teacher Librarian Services Credential Requirements and Program Standards

Executive Summary: This item presents the plan to review the requirements for the Teacher Librarian Credential and the *Standards of Program Quality and Effectiveness for Library Media Teachers*.

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

March 2010

Plan for the Review of the Teacher Librarian Services Credential Requirements and Program Standards

Introduction

This agenda item provides the plan to review the requirements for the Teacher Librarian Services Credential and the *Standards of Program Quality and Effectiveness for Library Media Teachers*. This plan is consistent with the Commission's schedule for the periodic review of program standards adopted in December 2007.

Background

The standards that specify the preparation program for individuals preparing to serve as Teacher Librarians were adopted by the Commission in 1991 (<http://www.ctc.ca.gov/educator-prep/standards/library.pdf>). When the standards were adopted the credential was called the Library Media Teacher Services Credential. In 2007, Education Code §44269 changed the name of the credential from Library Media Teacher to Teacher Librarian Services Credential.

Plan to Review and Revise the Teacher Librarian Services Credential Requirements and Program Standards

Staff proposes to begin the process of convening a panel to review the credential requirements and preparation program standards for the Teacher Librarian Services Credential, and to propose revisions as needed to the Commission. The application process for establishment of the advisory panel will be conducted consistent with adopted Commission policy. The application process, request for applicants, and the application for the Teacher Librarian Advisory Panel will be posted on the Commission's web page and sent electronically to stakeholders.

The application period will close in June 2010. All applications will be reviewed for appropriate experience in the area of providing library services to K-12 students or equivalent experience and/or expertise. In addition, the selection of panel members will take into consideration factors such as geographic representation, credentials held by applicants, expertise with standards development and/or implementation, and the diversity and professional experiences of the applicants. Pursuant to the Commission's policy manual, Executive Director Janssen will appoint members of the Advisory Panel and notification will be sent to each panel member in July 2010. The draft charge to the Panel is included as Appendix A.

In reviewing the current credential requirements and current preparation program standards the panel will consult the draft *Model School Library Standards for California Public Schools* and the American Library Association standards in addition to relevant credential requirements and program standards from other states. Drawing on these resources as well as their own experience and expertise, the panel will propose revisions, if necessary, to the credential requirements and standards.

The panel will present the draft revised credential requirements and preparation program standards to the Commission as an information item. In accordance with Commission practice,

staff will schedule opportunities to collect comments and concerns during a field review of the draft credential requirements and preparation program standards. The panel will review comments from the field and, as appropriate, modify the draft revised credential requirements and preparation program standards. Upon completion of the panel's work, the proposed credential requirements and preparation program standards will be returned to the Commission for consideration and adoption.

Next Steps

The following timeline will allow the Teacher Librarian Credential Advisory Panel adequate time to review the Library Media Teacher credential requirements and preparation program standards and propose suggested revisions.

Timeline	Activity
April - June 2010	Advertise, receive, and review applications for the Teacher Librarian Credential Advisory Panel.
July 2010	Executive Director appoints members of the Teacher Librarian Credential Advisory Panel.
August 2010 – February 2011	Advisory Panel meets to review credential requirements and preparation program standards and propose revisions.
March 2011	Proposed revised credential requirements and preparation program standards are presented to the Commission for information and posted for stakeholder comment.
April-May 2011	The results of the field review and proposed revised credential requirements and preparation program standards are shared with the Advisory Panel and further revisions, if necessary, are made to the draft standards.
June 2011	Draft credential requirements and preparation program standards return to the Commission for consideration and adoption.

APPENDIX A

Charge to the Teacher Librarian Credential Advisory Panel

Each member of the Teacher Librarian Credential Advisory Panel is charged to:

- Fully participate in the discussion and work of the group
- Share knowledge and beliefs in a professional manner, respecting differing perspectives
- Work together in a timely manner to meet the requirements of the Education Code

The Panel is charged to review:

1. The current credential requirements for the Teacher Librarian (Library Media Teacher) Credential.
2. The adopted Library Media Teacher preparation program standards.
3. Draft California Model School Library Standards as developed by the California Department of Education.
(http://www.cde.ca.gov/ci/cr/lb/documents/libstdfield_reviewoct09.doc)
4. Other resources as appropriate such as current credential requirements and standards used by other states for similar credentials and current and confirmed research about effective instructional strategies.

The Panel serves in a critically important advisory role to the Commission. Ultimately, however, the Commission is statutorily responsible for adoption of standards and implementation of policy as well as recommendations to the Legislature and other policymakers for consideration as it relates to teacher preparation. As such, the Commission may adopt some or all of the Advisory Panel's recommendations or may amend recommendations as it determines appropriate.