
5A

Action

Professional Services Committee

Adoption of Preconditions and Program Standards for the Teacher Librarian Services Credential

Executive Summary: This agenda item presents Preconditions and Program Standards for the Teacher Librarian Services Credential for adoption by the Commission. Additional standards for a Special Class Authorization are also included for information.

Recommended Action: Staff recommends adoption of the proposed Preconditions and Program Standards for the Teacher Librarian Services Credential.

Presenters: Terry Janicki, Administrator, and Geri Mohler, Consultant, Professional Services Division; Roxann Purdue, Assistant Consultant, Certification, Assignments and Waivers Division

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

Adoption of Preconditions and Program Standards for the Teacher Librarian Services Credential

Introduction

This agenda item is in two parts. Part 1 is for action, and presents the proposed Preconditions and Program Standards for the Teacher Librarian Services credential for adoption by the Commission. Part 2 of the agenda item is for information only and presents a possible Special Class Authorization in the area of information theory and digital literacy.

With respect to the adoption of the Preconditions and Program Standards for the Teacher Librarian Services credential, staff discussed at the March 2010 Commission meeting a plan to review the requirements for the Teacher Librarian Services Credential and the *Standards of Program Quality and Effectiveness for Library Media Teachers* (1991) (<http://www.ctc.ca.gov/commission/agendas/2010-03/2010-03-2B.pdf>). The charge to the panel can be found in Appendix A. At the January 2011 Commission meeting, staff presented a first draft of the standards prior to being sent to the field for stakeholder review (<http://www.ctc.ca.gov/commission/agendas/2011-01/2011-01-2B.pdf>).

Background

Education Code §18100 requires school districts to provide school library services for pupils and teachers of the district or to contract with another public agency for such services. In addition, Education Code §44868 provides that no person shall be employed as a teacher librarian unless they hold an appropriate credential authorizing such service issued by the Commission on Teacher Credentialing.

The standards that specify the 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, amendments to Education Code §44269 changed the name of the credential to “Teacher Librarian Services Credential.”

Teacher Librarian programs prepare candidates to demonstrate competence in service and leadership as Teacher Librarians serving preschool, K-12, and in schools organized primarily for adults. These programs address the philosophy, principles and ethics of the field. Candidates are prepared in the areas of teaching and learning, information access and delivery, collaboration, advocacy, and program leadership in order to ensure that the students and staff they serve become effective users of ideas and information.

The responsibilities of the Teacher Librarian include working actively with school staff and participating in the area of curriculum development. The candidate must be knowledgeable about the K-12 curriculum for development of the library program and collection as well as be able to work effectively with students and staff at all grade levels. For these reasons, Teacher

Librarian candidates must hold a basic underlying teaching credential. The Teacher Librarian Services Credential also authorizes Teacher Librarians to provide program leadership in terms of coordinating the school library program with the regular instructional programs of the district.

Part 1: Teacher Librarian Services Credential Program Standards

After four meetings of the Teacher Librarian Advisory Panel (Appendix B), the standards have now been reviewed and revised as appropriate based on the field review and are now presented to the Commission for adoption. Appendix C contains the proposed Preconditions and the proposed Teacher Librarian Services Credential Program Standards for Commission adoption. Appendix D contains a summary of the field review results on which the panel made revisions to the draft standards originally presented to the Commission for information.

Staff Recommendation

Staff recommends that the Commission adopt the Preconditions and the Program Standards for the Teacher Librarian Services Credential as presented in Appendix C.

Next Steps

If the Commission takes action to adopt the Preconditions and Program Standards, staff will conduct implementation activities as described in the April 2011 Commission agenda item (<http://www.ctc.ca.gov/commission/agendas/2011-04/2011-04-3E.pdf>). These activities include developing a standards handbook and disseminating the preconditions and standards via a Program Sponsor Alert and the Commission website to all institutions, with a timeline for transition and implementation, and a date on which technical assistance will be provided via a webcast.

Part 2: Special Class Authorization

As part of its deliberations, the Teacher Librarian Advisory Panel considered the possibility of creating a Special Class Authorization (SCA) so Teacher Librarians could be authorized to provide departmentalized instruction in information theory and digital literacy, including courses in digital citizenship in K-12 schools to promote the ethical, legal and safe use of information and technology. This option would broaden the range of credential holders who could teach this content to K-12 students. Currently, only single subject credential holders in business, industrial and technology education, and mathematics are authorized to provide instruction in the broad content area of computers within a departmentalized setting.

Staff presented the concept of providing a SCA to the Commission at the January 2011 meeting. Commissioners provided direction to the panel in respect to developing specific standards addressing the depth of content in the program as an academic content area and pedagogy for teaching that content. The field review of initial standards for the SCA demonstrated that the field overwhelmingly is in favor (see Appendix D for results of the survey). The panel developed standards addressing the areas of content and pedagogy and the draft standards are included in Appendix E.

The subject area content relating to information theory, digital literacy and digital citizenship is covered in great depth within the preparation program for the Teacher Librarian Services Credential. As a result, the panel recommends that holders of a Teacher Librarian Services

Credential that obtain the additional Special Class Authorization should be authorized to teach this content as a departmentalized subject area based on completion of the additional coursework in Standards 10 and 11, specific to teaching these topics as academic content areas. The advisory panel developed statements related to the purpose of the SCA and a rationale for developing this new authorization (Appendix F). The additional standards for the Special Class Authorization were not included in the January 2011 Commission agenda item and are presented here for information and discussion only. There are two draft standards associated with the Special Class Authorization which will be brought back for review and possible adoption depending on the directions from the Commission.

The creation of the proposed SCA recognizes that the Teacher Librarian receives significant and in-depth subject matter content in these areas within the Teacher Librarian program. The additional program standards 10 and 11 address these subjects as academic content areas and include the pedagogical application necessary to prepare Teacher Librarians to provide departmentalized instruction. If a Teacher Librarian is working to add the SCA and is able to demonstrate the knowledge and skills required in Program Standards 10 and 11, an approved SCA program would be able to grant an equivalency and not require the individual to complete redundant coursework.

Next Steps

Staff seeks direction from the Commission whether to pursue the option of providing a Special Class Authorization for holders of Teacher Librarian Services credentials so that credential holders have an option to be authorized to provide instruction in content related to information theory, digital literacy and digital citizenship in departmentalized settings. If the Commission so directs, staff will bring back revised draft standards for the Special Class Authorization for the Commission's further consideration and possible 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:

The current credential requirements for the Teacher Librarian (Library Media Teacher) Credential

The adopted Library Media Teacher preparation program standards.

Draft California Model School Library Standards as developed by the California Department of Education (<http://www.cde.ca.gov/ci/cr/lb/documents/libstdfieldreviewoct09.doc>)

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.

Appendix B

Teacher Librarian Specialist Credential Program Standards Advisory Panel (2010-11)

Name	Employer	Representing
Peter Doering	Santa Clara COE	California County Superintendents Educational Services Association (CCSESA)
Lesley Farmer	CSU Long Beach	California State University, Office of the Chancellor
Elizabeth Keithcart	University of the Pacific	The Association of Independent California Colleges and Universities (AICCU)
Christina Cicchetti	University of California Riverside Libraries	University of California, Office of the President
Carol Doerksen	Kings Canyon USD	
Jo Ellen Misakian	Fresno Pacific University	
Amy Linden	Nevada Joint UHSD	
Pam Oehlman	Long Beach Unified School District	
Martha Rowland	Sacramento Unified School District	
Marie Slim	Fullerton Joint Unified High School District	
Glen Warren	Orange County Office of Education	
Connie Williams	Petaluma School District	
Laura Erickson	William S. Hart Union High School District	
Susan Martimo	California Department of Education	
Staff Working with the Library Advisory Panel		
Terry Janicki	Commission on Teacher Credentialing	
Geri Mohler	Commission on Teacher Credentialing	
Roxann Purdue	Commission on Teacher Credentialing	

Appendix C

Proposed Teacher Librarian Services Credential Preconditions and Program Standards

Proposed Preconditions

Teacher Librarian Services Credential

1. A program sponsor that operates a program for the Teacher Librarian Services Credential shall determine, prior to admission to the credential program, that each candidate possesses a valid California teaching credential, provided the holder also possesses a baccalaureate degree from a regionally accredited institution and has met the basic skills requirement, or its equivalent and completed a professional preparation program, including student teaching or a clear, full-time designated subjects teaching credential, including an English learner authorization, provided that the holder also possesses a bachelor's degree and has met the basic skills requirement, or its equivalent.
2. A Commission-approved program shall determine, prior to recommending a candidate for the Teacher Librarian Services Credential, that the candidate has three years of teaching experience.

Proposed Program Standards

Category A. Program Design

Standard 1: Program Design

The sponsoring institution demonstrates a commitment to teacher librarian candidate preparation by providing full support for the program. The program has a qualified leadership team with appropriate expertise in school librarianship. The preparation program and any prerequisites include a purposeful, interrelated, and developmentally-designed sequence of coursework and field experiences. The design of the program follows an explicit statement of program philosophy and purpose based on a sound rationale informed by theory, research, and practice. Coursework and fieldwork address the interplay of school library content, effective instruction and best practices in successful school librarianship. The program addresses the processes of admission, advising, program evaluation and improvement, as well as coordination and communication with PreK-12 schools for field experiences. The program provides multiple opportunities for candidates to understand, articulate, and model the overall role of the teacher librarian in diverse learning communities ensuring that they demonstrate competencies in the areas identified and elaborated within Standards 2-7. Candidates are assessed throughout the program on the professional skills, knowledge and dispositions stipulated in these standards.

Category B. Curriculum and Field Experiences

Standard 2: Teaching for Learning

The program provides opportunities for candidates to use a variety of instructional strategies and *assessment tools*, including current and *emerging technologies*, to design, develop and implement *standards-based learning* experiences independently and in collaboration with teachers and other members of the educational community. Candidates apply their knowledge of learners and learning to design instruction based on *Model School Library Standards for California Public Schools*, other academic content standards, learners' interests and learning needs, and to link assessment to student achievement. Candidates gain the skills to contribute to the professional development of their colleagues and the betterment of their schools.

Standard 3: Multiple Literacies

The program provides opportunities for candidates to demonstrate: the promotion of reading for learning, personal growth and enjoyment; collaboration with educational partners to support student learning; and development of *multiple literacies* throughout all disciplines. Candidates demonstrate how to use a variety of strategies and resources (print, media, and digital) to reinforce literacy instruction in addressing the diverse needs and interests of all readers. Candidates are knowledgeable about a wide range of children's, young adult, adult, professional literature and informational text in *diverse formats* and languages.

Standard 4: Information and Knowledge

The program provides opportunities for candidates to model and promote *ethical* and *equitable access* to physical, *digital* and *virtual collections* by students and staff. Candidates instruct students and staff in effective use of these collections. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of diverse educational communities. Candidates demonstrate the use of various research strategies to improve teacher librarian practice.

Standard 5: Leadership and Advocacy

The teacher librarian preparation program provides opportunities for candidates to articulate and advocate for effective *school library programs* and positive learning environments that focus on student learning and achievement. Candidates collaborate and connect with the school and *greater educational community*. Candidates model and communicate current legal and ethical codes of the profession; participate in and are committed to continuous learning and professional growth; and gain the skills to provide instructional and professional leadership, including professional development, which can positively impact the school library program and student achievement.

Standard 6: Program Administration

The program provides opportunities for candidates to examine best practices to plan, develop, budget for, implement, and assess school library programs. Candidates are able to develop and implement policies, procedures, and services in support of the school's mission and according to the ethics and principles of library and information science. Candidates gain the skills to supervise classified staff, student library assistants, and volunteers. Candidates evaluate and select physical, digital and virtual resources using a *selection policy*, professional *selection tools*,

and evaluation criteria. Candidates gain the skills to develop and manage a quality collection designed to meet the diverse curricular, cultural, personal, and professional needs of the school community, and organize the collection according to *standard library cataloging and classification principles*.

Standard 7: Diversity and Equity

The program provides opportunities for candidates to effectively instruct and support all learners in their role as teacher librarians. Candidates learn to provide a library program that is appropriate for the diverse needs, interests, capabilities, and socio-cultural and linguistic backgrounds of all learners. Candidates are prepared to provide *equitable access* to resources and promote the appreciation of diversity among members of the school community.

Standard 8: Field Experiences

Candidates participate in significant *field experiences* designed to apply concepts and knowledge as described in Standards 2-7. Field experiences are integral to the coursework and address the major duties and responsibilities authorized by the Teacher Librarian Services Credential, including *collaboration* with teachers using the *Model School Library Standards for California Public Schools*. *Fieldwork* includes experiences in a variety of diverse and realistic settings in the day-to-day functions of school site teacher librarians. One type of field experience must occur in a school library under the supervision of a credentialed teacher librarian. The fieldwork includes experiences with diverse elementary and secondary students including English learners, students with disabilities, gifted and talented students, and students at risk. Field experiences may also include participation in school and district committees, district level activities, leadership teams, professional associations, professional learning, and other types of libraries. Field experiences include on-going guidance, assistance and timely feedback by identified mentors to guide improvements in practice.

Category C. Candidate Assessment

Standard 9: Determination of Candidate Competence

Program sponsors use multiple measures to determine that each candidate has demonstrated competence across proficiencies in the areas of teaching for learning, multiple literacies, information and knowledge, leadership and advocacy, program administration, and diversity and equity.

Appendix D

Results of the Field Review of the Draft Teacher Librarian Services Credential Program Standards

At the January Commission meeting, a version of the standards was presented and discussed. After the Commission meeting, and based on discussion topics brought forward by Commission members and staff, the panel revised the standards and sent them out for stakeholder review on SurveyMonkey. Some of the revisions to the standards presented at the January meeting included incorporating the points under that main standard (i.e., 2.1, 2.2) into the main standard. Details that were removed were set aside to include in Program Planning Prompts that panel members have created for the program handbook.

The current version of the Teacher Librarian Services Credential program standards is a result of input from 92 stakeholders across the country and efforts by Commission staff and the Teacher Librarian Advisory Panel to incorporate those comments into the standards. (See Table) It should be noted that the reason Standard 2 has so many comments rather than “OK as is” is due to a typo that received many comments. The remaining comments were not very substantive. Standard 3 also had a larger number of comments/edits. The comments on this standard are more substantive but were not negative.

Percent of participants (n = 92) that said “OK as is” on standards and numbers of participants that commented on Introduction Text

Introduction	29 text responses
Standard 1: Program Design	90.4%
Standard 2: Teaching for Learning	68.7%
Standard 3: Multiple Literacies	82.6%
Standard 4: Information and Knowledge	90.8%
Standard 5: Leadership and Advocacy	96.5%
Standard 6: Program Administration	93.0%
Standard 7: Diversity and Equity	92.9%
Standard 8: Field Experiences	89.4%
Standard 9: Determination of Candidate Competence	90.7%
SCA Introduction	36 text responses: 28 – in favor and 8 – neutral or negative
Standard 10: Information Theory in the Classroom	95.2%
Standard 11: Digital Literacy in the Classroom	96.4%
Standard 12: Pedagogy of Information and Digital Literacy in Multiple Learning Environments	95.1%
Standard 13: Field Experience	90.4%
Standard 14: Assessment of Candidate Competence	92.9%

Appendix E

DRAFT Teacher Librarian Services Credential: Special Class Authorization

In addition to Standards 10 and 11, programs that offer the Special Class Authorization must ensure that candidates address the Teacher Librarian Services Credential Standards 1 – 9 or hold a valid California Teacher Librarian Services Credential or a previously issued equivalent.

Standard 10: Information Theory and Digital Literacy as an Academic Content Area

The program provides opportunities for candidates to demonstrate their knowledge of *information theory* and *digital literacy*, including the nature, architecture, and cycle of information, technology resources and tools. Candidates model information literacy: how to access, evaluate, process, use, integrate, generate, and communicate information. Candidates demonstrate competency in *transliteracy*.

Candidates articulate how formats and communication channels impact information and how information and ideas are processed and transformed using digital tools. Candidates model and communicate ethical, legal and safe use of information and technology, including *digital citizenship*.

Standard 11: Pedagogy of Information Theory and Digital Literacy in Multiple Learning Environments

The program provides opportunities for candidates, using both traditional and digital methods, to design and provide curriculum in information theory and digital literacy to enable students to process information purposefully, ethically and effectively. Candidates assess student interactions and learning and develop interventions to optimize student learning.

Candidates implement and evaluate developmentally appropriate content instruction, including different formats and venues (e.g., face-to-face, distance learning, and other digital environments) for diverse student populations.

Appendix F

Advisory Panel Purpose and Rationale

Special Class Authorization Purpose

The holder of a Teacher Librarian Services Credential that completes the additional standards and earns a Special Class Authorization would be authorized to teach departmentalized courses in information theory and digital literacy, including the nature, architecture, and cycle of information, technology resources and tools. Content would include information and digital literacy concepts on how to access, evaluate, process, use, integrate, generate and communicate information. The content focuses on how information and ideas are processed and transformed using digital tools as well as teaching students the ethical, legal and safe use of information and technology through courses in digital citizenship.

Special Class Authorization Rationale

The Teacher Librarian Services Credential is a service credential that does not authorize teaching in a departmentalized or self-contained setting. Teacher Librarians must hold a California basic teaching credential because of their collaboration with teachers and selection of materials to support curriculum standards. In addition, the teacher librarian provides instruction to students within the context of the library program or in collaborative lessons with the classroom teacher.

In light of California's Model School Library Standards (see Standard 2: Teaching for Learning), there should be the opportunity for Teacher Librarians to instruct in stand-alone courses, as well as in collaboration with teacher colleagues. Teacher Librarians are uniquely qualified to teach the content of these standards, and should have an opportunity to be authorized to teach them autonomously as well as collaboratively. Teacher Librarians have the academic preparation to explain the nature of information: how ideas are represented, communicated and used. They understand the critical features of each communication format, and its impact on the information cycle. To that end, teacher librarians help the learning community leverage technology in support of information, not as a technical means in itself, but as a conveyor of ideas.

With the emergence of the need to teach not only about the tools of technology, but also the effective use of information in various formats, Teacher Librarians are uniquely positioned to facilitate the school community's ability and facility to read widely and use various media for information, personal interest, and lifelong learning. Teacher Librarians are equipped to support students in meeting rigorous standards that directly address the essential skills of how to access, evaluate, use, and create a wide range of information ethically, legally, and productively for the advancement of our democratic society. Therefore, Teacher Librarians could be authorized as the teacher of record for Information Theory and Digital Literacy education, including the authority to develop and implement such curriculum for academic credit within the classroom as well as in the library program and in collaboration with teacher colleagues.

Teacher librarians currently serving in a classroom for a portion of their day are only authorized to teach within the specified area on their basic teaching credential. Only Single Subject Teaching Credentials in the subject areas of business, math or industrial and technology

education, or a supplementary authorization in computer concepts and applications on their teaching credential allow an individual to teach information theory or digital literacy.

There are current teacher librarians serving in these types of assignments on the basis of local assignment options available in the Education Code. Local assignment options available in the Education Code were designed to provide flexibility to the employing agency and legally authorize assigning teachers outside of their subject area if specific criteria are met. Most of these options in the Education Code require authorization by the governing board and teacher consent.

The panel feels it is appropriate to broaden the assignment for which holders of the Teacher Librarian Services Credential could be properly authorized by offering Teacher Librarians an option to obtain a Special Class Authorization to teach information theory, digital literacy and digital citizenship in a departmentalized setting. Under the panel's proposal, neither current Teacher Librarians nor candidates in future programs would be required to obtain the proposed special class authorization. The holders of previously issued Teacher Librarian Services Credentials, or an equivalent authorization, would have the option of completing subsequent coursework to add the Special Class Authorization to their credentials. In addition, Teacher Librarian program sponsors which are also approved to offer the SCA program have the option of reviewing appropriate, previously completed experience, coursework and professional development to determine equivalencies with the additional coursework.