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# 3E

## Action

### *Professional Services Committee*

#### **Adoption of Program Standards for a Special Class Authorization in Information and Digital Literacy for the Teacher Librarian Services Credential**

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**Executive Summary:** This agenda item presents for adoption the Program Standards for a Special Class Authorization in Information and Digital Literacy for the Teacher Librarian Services Credential.

**Recommended Action:** Staff recommends adoption of the proposed Program Standards for the Special Class Authorization in Information and Digital Literacy 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

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# **Adoption of Program Standards for a Special Class Authorization in Information and Digital Literacy for the Teacher Librarian Services Credential**

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## **Introduction**

This agenda item presents for consideration and adoption the proposed Program Standards for a Special Class Authorization (SCA) in Information and Digital Literacy for the Teacher Librarian Services Credential.

## **Background**

The Commission adopted Preconditions and Program Standards for the Teacher Librarian Services Credential at the June 2011 meeting (<http://www.ctc.ca.gov/commission/agendas/2011-06/2011-06-5A.pdf>). These Program Standards and Preconditions are included in Appendix A for reference. The original charge to the Teacher Librarian Advisory panel is presented in Appendix B and the list of panel members is provided in Appendix C. At the January 2011 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2011-01/2011-01-2B.pdf>), staff presented the concept of providing an option to add a special class teaching authorization to the Teacher Librarian Services Credential which would authorize teaching departmentalized classes in information and digital literacy. Commissioners provided direction to the panel with respect to developing specific standards addressing the depth of academic content in the program along with pedagogy for teaching that content.

The panel then drafted the additional standards for the SCA that were subsequently sent out for stakeholder review. The field review results demonstrated overwhelming support for the SCA (see survey results in Appendix D). Following the field review, the SCA standards were revised and condensed from five to two standards by the panel: Standard 10 (referring to the academic content) and Standard 11 (referring to the pedagogy of teaching that content). Staff presented the two draft proposed standards for the SCA as an information item at the Commission meeting on June 2, 2011 (<http://www.ctc.ca.gov/commission/agendas/2011-06/2011-06-5A.pdf>). The proposed SCA standards are included in Appendix E for consideration by the Commission for adoption.

As part of its deliberations, the Teacher Librarian Advisory Panel considered the possibility of creating an SCA to authorize Teacher Librarians to provide departmentalized instruction in information and digital literacy, including courses in digital citizenship that promote the ethical, legal and safe use of information and technology. 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.

## **Rationale for an SCA for the Teacher Librarian Services Credential**

The Teacher Librarian Services Credential is a service credential that authorizes the provision of services as a teacher librarian. 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 every grade level. For these reasons, Teacher Librarian candidates must hold a basic teaching credential in multiple subject, single subject, special education or designated subjects.

While Teacher Librarians provide instruction to staff and students in relation to information and digital literacy as well as digital citizenship within the context of the overall library program, their service credential does not authorize them to provide this content as the teacher of record in a departmentalized classroom. 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. Currently, Teacher Librarians are authorized to teach content related to information or digital literacy in a departmentalized setting only if their basic credential is a Single Subject Teaching Credential in the subject areas of business, math or industrial and technology education, or if they hold a supplementary authorization in computer concepts and applications.

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

Teacher Librarians receive in-depth preparation in these areas as they relate to the services they provide within the library program and in collaboration with teacher colleagues. The additional content and pedagogy required by Standards 10 and 11 (Appendix E) would provide individuals with the knowledge and skills and, for program completers, the authorization to serve as the teacher of record in a departmentalized classroom in this content area.

In Fall 2010, the State Board of Education adopted California's *Model School Library Standards for Kindergarten Through Grade Twelve*. It is Commission policy that preparation programs be aligned with the adopted K-12 student academic content standards and frameworks. For this content area, Teacher Librarians would be appropriate implementers of these standards within school library programs and curriculum. However, Teacher Librarians do not currently hold an authorization to provide departmentalized instruction as the teacher of record in classes addressing the standards relating to information literacy, digital literacy and digital citizenship. The SCA provides the necessary preparation and authorization to provide this instruction.

The panel considered various reports and surveys in designing the SCA, including the recently adopted *Model School Library Standards for California Public Schools, Kindergarten Through Grade Twelve* and the 2010 government report publication, *Digital Literacy Pathways in California*. A more recent article related to technology trends for librarians provides a comprehensive example for the basis of this new authorization. The article was included in the May/June 2011 *Harvard Education Letter* (<http://www.hepg.org/hel/article/502>). In this article, Dave Saltman, a Los Angeles area teacher and contributor to the "Spotlight on Technology in

Education” in the Harvard publication, noted that “the major mission of the librarian, aka media specialist, is to teach students digital literacy by showing them how to use the Internet to efficiently find, organize, and share information with peers.” The article indicates that helping students find books and resources is only part of the job of the librarian. The school librarian must also be an expert in teaching students about computer programs and resources on the Internet.

### **Purpose of a Special Class Teaching Authorization (SCA)**

An SCA allows the holder of a service credential to teach content related to their area of service in departmentalized classrooms in preschool, K-12 and classes organized primarily for adults. For example, the SCA on a School Nurse Services Credential authorizes the teaching of departmentalized health. The SCA allows an individual to have more flexibility in employment—as both a provider of services and a teacher—and authorizes an individual with special skills to teach content in the area of those skills in a departmentalized setting. The holder of a Teacher Librarian Services Credential who completes the additional standards and earns an SCA will be authorized to teach departmentalized courses in information and digital literacy, including the nature, architecture and cycle of information, digital citizenship, and technology resources and tools. The SCA program content standard includes information and digital literacy concepts on how to access, evaluate, process, use, integrate, generate and communicate information, as well as content in digital citizenship for the ethical, legal and safe use of information and technology.

Under this proposal, neither current Teacher Librarians nor candidates in future programs would be required to complete the additional standards and obtain the proposed special class authorization. Candidates enrolled in a program offering both the Teacher Librarian Services Credential program and the additional SCA will have the option of completing all standards concurrently for an initial recommendation by the program for the Teacher Librarian Credential and the SCA. Candidates may also elect to complete the additional standards subsequently to add the SCA authorization at a later date. The holders of previously issued Teacher Librarian Services Credentials, or an equivalent authorization, would have the option of completing the subsequent coursework that meets the additional standards in order to add the Special Class Authorization to their credentials.

### **Staff Recommendation**

Staff recommends that the Commission adopt the Program Standards for the Special Class Authorization in Information and Digital Literacy for the Teacher Librarian Services Credential, as presented in Appendix E.

### **Next Steps**

If the Commission adopts the Program Standards for the Special Class Authorization in Information and Digital Literacy for the Teacher Librarian Services Credential, staff will present proposed regulations related to the new authorization for consideration in an agenda item at a future Commission meeting. In addition, 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>), including disseminating the additional standards to all institutions, with a timeline for implementation and for when technical assistance will be provided.

## Appendix A

### Teacher Librarian Services Credential Program Standards

*Adopted by Commission June 2, 2011*

#### Proposed Precondition

##### Teacher Librarian Services Credential

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 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.

#### 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 B**

### **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/>)

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 C

### Teacher Librarian Services 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	
<b>Staff Working with the Library Advisory Panel</b>		
Terry Janicki	Administrator, Commission on Teacher Credentialing	
Geri Mohler	Consultant, Commission on Teacher Credentialing	
Roxann Purdue	Assistant Consultant, Commission on Teacher Credentialing	

## Appendix D

### Results of the Field Review of the Draft Teacher Librarian Services Credential Special Class Authorization Standards

At the January 2011 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 a web-based stakeholder review.

The current version of the Teacher Librarian Services Credential Special Class Authorization 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. The response was overwhelmingly positive for the idea of approving an SCA so Teacher Librarians can be the teacher of record for departmentalized courses in Information and Digital Literacy. (See Table 1)

**Table 1. Number and Kind of Comments on the Introduction Text for the Special Class Authorization standards and Percent of Participants (n = 92) that said “OK as is” for the SCA standards**

<b>Special Class Authorization Introduction</b>	36 text responses 28 – in favor 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%

After discussion of the stakeholder comments on the proposed SCA standards, as well as Commission members’ discussion and guidance at the June 2011 meeting, staff and the advisory panel reduced these 5 standards to 2 (see Appendix E), in order to remove duplicative language.

## Appendix E

### **Draft Program Standards for the Special Class Authorization in Information and Digital Literacy for the Teacher Librarian Services Credential**

**In addition to meeting Standards 10 and 11, programs that offer the Special Class Authorization must verify that the candidate completes standards 1-9 of the Teacher Librarian Services Credential or ensure that the candidate holds a valid California Teacher Librarian Services Credential or a previously issued equivalent.**

#### **Standard 10: Information and Digital Literacy as Academic Content Areas**

The program provides opportunities for candidates to demonstrate their knowledge of information 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 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 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.