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## Action

### *Public Hearing*

## Proposed Amendments and Additions Pertaining to the Teacher Librarian Services Credential and Special Class Authorization

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### AGENDA INSERT

**Executive Summary:** The proposed amendments and additions to Title 5 of the California Code of Regulations will clarify and make specific the Education Code sections pertaining to the requirements and authorizations for the Teacher Librarian Services Credential and Special Class Authorization.

**Recommended Action:** Staff recommends that the Commission adopt the proposed amendments and additions to the regulations pertaining to the Teacher Librarian Services Credential and Special Class Authorization.

**Presenter:** Roxann L. Purdue, Consultant, Certification, Assignment and Waivers Division

#### Strategic Plan Goal

#### *IV. Operational Effectiveness*

- Ensure that current regulations, procedures, and initiatives are appropriately streamlined and moving the Commission closer to meeting established goals.

September 2012

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# Proposed Amendments and Additions Pertaining to the Teacher Librarian Services Credential and Special Class Authorization

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## Updated Tally of Responses

As of September 13, the Commission had received the following written responses to the public announcement:

<i>Support</i>	<i>Opposition</i>
2 personal opinions	0 personal opinions
0 organizational opinions	0 organizational opinions

As of September 24, 2012, the Commission had received the following additional written responses to the public announcement:

<i>Support</i>	<i>Opposition</i>
3 additional personal opinions	1 additional personal opinion
1 additional organizational opinion	0 additional organizational opinions

<b>Grand Total Responses: 7</b>	
<i>Support</i>	<i>Opposition</i>
5 personal opinions	1 personal opinion
1 organizational opinion	0 organizational opinions
<b><i>Total: 6 responses in support</i></b>	<b><i>Total: 1 response in opposition</i></b>

### *Additional Responses Representing Organizations in Support*

1. California State University, Long Beach, College of Education, Dean Marquita Grenot-Scheyer, Ph. D

*Comment:* California State University Long Beach is dedicated to preparing individuals to contribute positively to society, especially to California's economy and well being. CSULB's College of Education, in particular, prides itself in preparing educators who can meet the needs of today's learners. To that end, the College proudly supports the CTC's Special Class Authorization in Digital and Information Literacies for Teacher Librarians.

The need for such an authorization is very apparent. Today's learners need to be able to negotiate the challenging world of information and technology. More than ever, individuals need to critically evaluate information sources in order to make reasoned decisions and use information wisely. Furthermore, both federal and state mandates state the importance of digital safety and digital competence.

These issues are integrated into the College's teacher preparation. However, they receive in-depth attention on the College's Teacher Librarian Services Credential program. Teacher

Librarians are well positioned to teach the entire school community information and digital literacies in context of all curricular areas, not only because of their specialized training but also because they also hold a basic teaching credential. With this Special Class Authorization, teacher librarians can perform as instructors of record, which offers them more options for touching student's lives. Under their current, they can serve as instructors of record only for student library aides.

CSULB's College of Education believes so strongly in this authorization that they proactively developed a sound program in support of this authorization, and were the first program to be approved by the CTC. More than fifty teacher librarians have already indicated an interest in taking the courses leading to this authorization because they see the benefits of teaching these literacies as instructors of record.

CSULB congratulates CTC for its forward-thinking approach to instruction, which helps prepares today's students for tomorrow's world.

### ***Additional Responses Representing Individuals in Support***

1. Jo Ellen Misakian, Program Director, Fresno Pacific University
2. Katherine E. Olshewsky, Library Media Supervisor, Tulare County Office of Education
3. Amy Linden, Teacher Librarian, Nevada Jt. Union High School District  
*Comment:* The addition of a Special Class Authorization option for holders of the Teacher Librarian Services Credential is a worthy effort. Teacher Librarian credential programs, in addition to the underlying prior credential Teacher Librarians are required to hold, provide the expertise and skills to be effective educators in the departmentalized setting, as well as in the school library. This training includes, but is not limited to, 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. Further, Teacher Librarian candidates are well 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 ability to transfer that expertise into a departmentalized classroom setting could be a powerful means for many California schools to utilize credentialed Teacher Librarians and to disseminate their knowledge outside of the library media center. I support the proposed SCA option for California Teacher Librarian credential holders.

### ***Additional Responses Representing Individuals in Opposition***

1. Melissa V. Rentchler, MLISc, M.Ed., California Teacher Librarian  
*Comment:* My MLIS awarded by an American Library Association accredited School of Library and Information Studies at San Jose State University should qualify me to provide these services without an additional credential.

Holding an MLIS or MLS in addition to a regular Teacher Librarian Credential is NOT addressed or examined in this legislation.

I am suspicious that the advisory committee and proposers of this legislation are not from an ALA accredited academic institution and this amounts to a means to bring in additional income to their programs of library credentialing: in other words, self serving interests to a captive audience that is substantially stressed already for their diminishing jobs in the State and Nation during this economic recession (fright tactics).

I find it quite a blatant omission that the MLIS or MLS is not addressed in this legislation as it is an advanced, professional, terminal degree in the Library Sciences and Information field that is not required to be a Teacher Librarian.

*Response: California Code of Regulations, Title 5 §§80024.6 and 80053 and §80053.1 pertaining to Teacher Librarian Services Credentials and a Special Class Authorization are proposed amendments and additions to current regulations and is not legislation that will be included in the California Education Code.*

*The proposed addition of an optional Special Class Authorization (SCA) to the regulations was identified as an area of equity. Currently, the holder of a Teacher Librarian Services Credential is only authorized to address issues of digital literacy, information literacy, and digital citizenship within the context of the school library program. These individuals are not authorized on the basis of their services credential to teach this content as the teacher of record in a separate departmentalized course. The SCA allows an individual with a Teacher Librarian Services Credential to have more flexibility in employment as both a provider of services and a teacher of related content and authorizes an individual with special skills to teach content in the area of those skills in a departmentalized setting. Neither current Teacher Librarians nor candidates in future programs would be required to complete the additional standards and obtain the proposed SCA. It is an option for the Teacher Librarian Services Credential holder and candidates completing the program.*

*Many Teacher Librarians have had a full or partial return to the classroom in the last several years. In most cases, they are assigned to teach in the content area of their prerequisite teaching credential. These individuals may have not taught within their prerequisite teaching credential content area in a number of years and providing an option of teaching content closely related to their more recent preparation and practice as a Teacher Librarian offers an opportunity for additional employment flexibility. There has been both a national and state focus on teaching students more than the technical operations of a computer. State and Federal laws now include requirements that focus on teaching students the appropriate and ethical use of information technology, internet safety, and the concepts of plagiarism and copyright. In deliberating on the need for the SCA and creating the related standards the Teacher Librarian Services Credential Panel reviewed and took into consideration many state and national research and studies as listed in the Documents Relied Upon in Preparing Regulations listed in the agenda item and Rulemaking file.*

*The SCA standards and Title 5 regulations that already exist for other Services Credentials such as the School Nurse and the Speech-Language Pathology Services Credential were examined in creating the Teacher Librarian SCA. A master's degree in the professional field does not address content as it relates to K-12 curriculum or the specific pedagogy for teaching that content. A*

*Master's degree in Library Sciences does not address the specific standards for the SCA either so for this reason along with continued uniformity in Commission requirements, the SCA does not include the option of a Master's degree in Library Sciences for earning the additional authorization. A candidate may request a review of all applicable degrees, coursework, and experience by an approved program sponsor to determine if any standards are deemed to be satisfied based on equivalency.*