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Action

Public Hearing

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

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

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

Introduction

The proposed amendments and additions to Title 5 of the California Code of Regulations (CCR) will clarify and make specific the Education Code (EC) sections pertaining to the requirements and authorizations for the Teacher Librarian Services Credential and Special Class Authorization.

Background

Title 5 CCR §80024.6 for Emergency Teacher Librarian Services Permits was changed without regulatory effect to amend the section heading to align with statute in May 2009. This section was last amended in November 1999. Section 80053 for Services Credential Authorizing Service as a Library Media Service Teacher was last amended in April 2000. Section 80053.1 is a proposed new section for the option of earning an additional Special Class Authorization for teaching content in Information Literacy, Digital Literacy, and Digital Citizenship in a departmentalized classroom setting for the holder of a credential authorizing services as a Teacher Librarian.

Since April 2000, the Legislature has passed and the Governors have signed legislation affecting the title of this credential and various requirements pertaining to the issuance such as the expansion of the requirement of the California Basic Educational Skills Test (CBEST) to several options for satisfying the new Basic Skills Requirement (BSR). Commission staff has been relying on the language provided in statute to issue these credentials with the correct title and based on the updated requirements. However, it has become apparent that Title 5 regulations are required to clarify and make specific requirements for the Teacher Librarian Credential listed in EC §44269 for uniformity. Especially needed are revisions to the authorization statement to align with the preparation of Teacher Librarians and reflect current language in the field. In addition, these amendments and additions to regulations align with the new preparation program standards recently adopted by the Commission for Teacher Librarians.

The Commission adopted Preconditions and Program Standards for the Teacher Librarian Services Credential at the June 2011 meeting. At the same Commission meeting, staff presented proposed standards for the option of adding a Special Class Authorization (SCA) to the Teacher Librarian Services Credential that would authorize providing departmentalized instruction in the content areas of Information Literacy, Digital Literacy and Digital Citizenship. These additional standards for the SCA were presented as an action item and adopted by the Commission at the October 2011 meeting. The *Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards (rev. 2011)* were a result of the work completed by the Teacher Librarian Services Credential Advisory Panel.

Amendments and additions are proposed to current regulations to align with the new standards as well as recent statutory changes as provided below.

Senate Bill (SB) 132 (Chap. 730, Stats. 2007) amended Education Code (EC) §44269 to change the title of the Library Media Teacher Services Credential to Teacher Librarian Services Credential. As a result, amendments are proposed to change the name of the credential title throughout related sections of regulations to Teacher Librarian Services Credential. Staff is also proposing that the word ‘professional’ be removed from the credential title based on amendments to EC §44277. This section of statute removed professional growth activities and successful service as renewal requirements for professional clear teaching credentials. The credential is now referenced as a “clear” credential.

The addition of an English learner authorization requirement on the prerequisite teaching credential is proposed to align with preconditions in the Commission-approved *Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards (rev. 2011)*. The proposed amendments will also update the basic skills requirement language to align with current statute under EC §44252. Amendments are proposed to update the authorization for the Teacher Librarian Services Credential in order to align with the revised preparation program standards and current language within the school library field.

The proposed regulations include a new section for the SCA. The SCA is an optional authorization that may be added to specific service credentials for departmentalized instruction in a content area closely related to the authorized area of service.

Special Class Authorization (SCA) Purpose

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 to students in preschool, K-12 and classes organized primarily for adults. The SCA program content standards include 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. The content focuses on how information and ideas are processed and transformed using digital tools and addresses the ethical, legal and safe use of information and technology for courses or content in Digital Citizenship.

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. Candidates enrolled in a program offering both the Teacher Librarian Services Credential program and the SCA will have the option of completing all standards concurrently for an initial recommendation by the program sponsor for the Teacher Librarian Services Credential and the SCA. Candidates

may also elect to complete the additional standards subsequently and add the SCA at a later date. The holders of previously issued Teacher Librarian Services Credentials, or an older equivalent authorization, would have the option of completing the subsequent coursework that meets the additional standards in order to add the SCA to their credentials.

Special Class Authorization Rationale

The Teacher Librarian Services Credential is a services credential that authorizes the holder to provide 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 holder must be knowledgeable about the K-12 curriculum for development of the library collection and program 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 general education, special education, or designated subjects.

The Teacher Librarian provides instruction to students within the context of the library program or in collaborative lessons with the classroom teacher. 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 services credential does not authorize them to provide this content as the teacher of record in a separate departmentalized classroom. Teacher Librarians currently serving in a classroom for a portion of their day are only authorized to teach within the specified area(s) on their basic teaching credential(s). Currently, Teacher Librarians are authorized to teach content related to digital literacy and citizenship in a departmentalized setting only if their basic teaching credential is a single subject teaching credential in business, mathematics, or industrial and technology education or if they hold a supplementary authorization in computer concepts and applications.

Teacher Librarians also currently serve in these types of assignments outside of the authorization on their teaching credentials 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 of the subject area on their teaching credential if specific criteria are met. Most of the options in the Education Code require authorization by the local governing board and teacher consent. Providing an opportunity to teach the content of their specialized training on a full teaching authorization rather than a local assignment option addresses issues of equity for employment purposes and takes into consideration the depth of preparation this individual earns in this specialized content area.

Teacher Librarians receive in depth preparation in these content 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 the SCA Standards provide individuals with

the knowledge and skills necessary to develop curriculum, plan lessons, and provide instruction in departmentalized classrooms in this content area.

Recently, 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. In particular, the panel considered both a state action plan on digital literacy in California and recently adopted state standards for model school libraries as detailed below.

In July 2010, the Information & Communications Technologies Leadership Council prepared a state action plan report titled, *Digital Literacy Pathways in California* based on an executive order (http://www.ictliteracy.info/rf.pdf/Digital%20LiteracyMaster_July_2010.pdf). The report formally defines Digital Literacy as “A lifelong learning process of capacity building for using digital technology, communications tools, and/or networks in creating, accessing, analyzing, managing, integrating, evaluating, and communicating information in order to function in a knowledge-based economy and society.” Furthermore, the report provides a strategic plan for advancing digital literacy for California residents of all ages including K-12 students.

In September 2010 the California State Board of Education adopted the *Model School Library Standards for California Public Schools* (<http://www.cde.ca.gov/ci/cr/lb/schlibrarystds.asp>). A specific set of standards for students were included that identify the skills and knowledge essential for students to be information literate. Information Literacy is defined within these standards as “The ability to access, evaluate, use, and integrate information and ideas effectively.” In this document, the concept and definition of information were also broadened to include information and ideas found in print, media, and digital resources, enabling students to function in a knowledge-based economy and technologically oriented society. The student standards also include the legal, ethical and safe use of information both in print and online, other aspects of cyber safety, and the use of technology so that students learn to apply responsible research practices and act with respect for others when using digital devices.

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. Teacher Librarians, with the additional optional coursework provided in the SCA standards, would be authorized to provide independent departmentalized instruction as the teacher of record for courses with content in Information Literacy, Digital Literacy, and Digital Citizenship as defined in the regulations below.

The proposed amendments to 5 CCR §§80024.6 and 80053 are consistent and compatible with the recently approved regulations for Speech-Language Pathology Services Credentials in Language, Speech and Hearing and the Special Class Authorization (reference 5 CCR §§80048.9

and 80048.9.4). The proposed addition of 5 CCR §80053.1 is consistent and compatible with the proposed additions to 5 CCR §80048.9.4. While differences exist between the two types of service credentials and the population of students served on the special class authorizations, the structure of providing consistent requirements for issuance, document terms, authorizations, and definitions within the regulations are consistent and compatible with all other regulations promulgated by the Commission. The regulations are aligned with the Commission practice of clarifying and making specific the requirements and authorizations for credentials aligned and consistent with the associated statutory section (EC §44269).

Proposed Amendments to Regulations

§80024.6.

(a)(1)(A) Change of Section to section for uniformity in regulations.

(a)(1)(C) Change of Section to section for uniformity in regulations.

(a)(2)(A) Change of Section to section for uniformity in regulations.

(a)(2)(C) Change of Section to section for uniformity in regulations.

(b) Change of Section to section for uniformity in regulations.

(c) Credential title amended. Senate Bill (SB) 132 (Chap. 730, Stats. 2007) amended Education Code (EC) §44269 to change the title of the Library Media Teacher Services Credential to Teacher Librarian Services Credential. As a result, section amended to change the name of the credential title to Teacher Librarian Services Credential.

§80053. Title and opening

Title and subsections (a) and (b) amended to change credential title. Senate Bill (SB) 132 (Chap. 730, Stats. 2007) amended Education Code (EC) §44269 to change the title of the Library Media Teacher Services Credential to Teacher Librarian Services Credential.

(a) Remove the word ‘professional’ from the credential title. Based on amendments to EC §44277, the Commission discontinued issuance of “professional” clear credentials effective January 1, 2007. This section of statute removed professional growth activities and successful service as renewal requirements for professional clear teaching credentials. The credential is now referenced as a “clear” credential.

(a)(2) Change of Section to section for uniformity in regulations. Amends subsection (c) to (e) for EC §44203 reference that provides the definition for a basic teaching credential. Subsection (c) refers to the definition for ‘Beginning teacher assessment’ while subsection (e) provides the definition in statute of a ‘Basic teaching credential’. This appears to be a typographical error in the regulations as the subsection lettering has remained consistent since added by Stats.1988, C. 1355, § 4.2. Adds an English learner authorization requirement to align with preconditions in the *Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards (2011)*.

(a)(3) Delete words ‘either A or B’ and adds the phrase ‘one of the following’ because there are now three options available noted as A, B or C. Removed a semicolon at the end of this statement and added a colon in order to be grammatically correct.

(a)(3)(A) Change of “A” to lowercase “a” at beginning of section for consistency in regulation format. Incorporated by reference are the *Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards (2011)* to clarify the basis of the professional preparation program that must be completed as provided in EC §44373 for the Committee on Accreditation. Amends credential title. Senate Bill (SB) 132 amended EC §44269 and changed the title of the Library Media Teachers Services Credential to Teacher Librarian Services Credential.

(a)(3)(B) Amends language to specify Teacher Librarian program as opposed to Library Services program which may be interpreted to include programs for library services that is not specific to school librarian preparation. Amends language to clarify the requirements for out-of-state prepared Teacher Librarians based on a comparable program consistent with the language in regulations for other out-of-state preparation pathways for educators including the requirement that the program must be from a regionally accredited institution of higher education, be comparable to a program which includes a field work component accredited by the Committee on Accreditation as provided in EC §44373. (Reference in section 80070(b)(3) and 80048.9(a)(2)(B))

(a)(3)(C) Adds National Board Certification as an option as provided by EC §44399.

(a)(4) Amendments update the basic skills requirement language to align with EC §44252 and provides an exemption as provided by EC §44399.

(a)(5) Adds language to this subdivision requiring submission of an application form and processing fee, including the relevant sections of regulations.

(a)(6) Adds the program recommendation requirement via online submission as specified in EC §44227(b).

(b) Amendments update the authorization of the Teacher Librarian to align with the *Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards (2011)* and current language within the school library field.

(b)(1) Amends position title of library media teacher to teacher librarian to align with credential name and to reflect current usage in the field. Amends credential title. Senate Bill (SB) 132 amended EC §44269 and changed the title of the Library Media Teachers Services Credential to Teacher Librarian Services Credential. Changed “accredited” to “approved” for uniformity in regulations.

(b)(2) Amends credential title. Senate Bill (SB) 132 amended EC §44269 and changed the title of the Library Media Teachers Services Credential to Teacher Librarian Services Credential. Amends notation of § to section for uniformity in regulations.

(c) Adds subsection title of “Term” to define purpose and remain consistent with other regulatory sections for the Commission. Amends credential title. Senate Bill (SB) 132 amended EC §44269 and changed the title of the Library Media Teachers Services Credential to Teacher Librarian Services Credential. Change of Section to section for uniformity in regulations. Amends dating reference from an obsolete set of regulations based on amendments to EC §44277 and provides regulatory section for specific term information. Deletes subsections (1) and (2) as credential dating is now specified in section 80493(b).

Note: Adds to References the following: EC §44227(b) to specify that a recommendation from a Commission-approved Teacher Librarian Services Program is required, EC §44373(c) to clarify the basis of the professional preparation program that must be completed as provided in EC §44373 for the Committee on Accreditation, EC §44399 to include the mandated option of National Board, and amends EC §44252 to remove subsection (b) and (d) as this statute was amended to include additional subsections that pertain.

§80053.1. Title and Opening.

Adds this section of regulations to establish the option of earning a Special Class Authorization for the holder of a Teacher Librarian Services Credential or an older equivalent document in order to equitably provide a preparation pathway and authorization for teaching the content of their preparation program in a departmentalized setting. Adds Teacher Librarian Services Credential Special Class Authorization title.

(a) Prefaces the minimum requirements for the Special Class Authorization

(a)(1) Lists the appropriate prerequisite credentials for the Special Class Authorization to align with documents that authorize providing services as a Teacher Librarian as the Special Class Authorization content is closely related to several of the services provided by a Teacher Librarian.

(a)(2) Adds the Commission-approved program that must be completed to earn the Special Class Authorization.

(a)(3) Adds requirement for submission of an application form and processing fee, including the relevant sections of regulations.

(a)(4) Adds the program recommendation requirement via online submission as specified in EC §44227(b).

(b) The Commission issues many types of authorizations that may be added to existing credentials. These added authorizations require possession of a prerequisite credential and remain valid as long as the prerequisite credential is valid. Examples of added authorizations currently issued by the Commission are: CLAD Certificate/English learner and bilingual authorizations (5 CCR 80015.2); Added Authorizations in Special Education (5 CCR §80048.7); Adapted Physical Education Added Authorization (5 CCR §80046.1); and the Resource Specialist Added Authorization (5 CCR §§80070.4 and 80070.6).

To provide consistency in the regulations pertaining to added authorizations, the Commission is proposing that the term of the SCA be the same as the term for the other added authorizations. Possession of a prerequisite credential is required for initial issuance of an SCA the SCA will remain valid as long as the holder maintains the validity of his/her prerequisite credential.

(c) Lists the authorization for the Special Class Authorization.

(d)(1), (2), and (3) Adds definitions for terms used in the authorization regarding “Information Literacy”, “Digital Literacy”, and “Digital Citizenship.”

Note: Cites the Education Code authority and references sections.

Documents Incorporated by Reference:

Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards (rev. 2011) available on the Commission’s website at: <http://www.ctc.ca.gov/educator-prep/standards/Teacher-Librarian-Service-Credential.pdf>.

The Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence. For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. There are different types of program standards.

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Preconditions can be found within each program's standards document.

Common Standards

The Common Standards deal with aspects of program quality that cross all approved educator preparation programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. When a new program is proposed, the institution submits a Common Standards Addendum to address how the new program will integrate with the already approved programs.

Educator Preparation Program Standards

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must

meet all applicable program standards before the program application may be approved by the Commission.

Documents Relied Upon in Preparing Regulations:

Digital Literacy Pathways in California –Information & Communications Technologies Leadership Council (July 2010) available at:

http://www.ictliteracy.info/rl.pdf/Digital%20LiteracyMaster_July_2010.pdf.

Model School Library Standards for California Public Schools – California State Board of Education (September 2010) available at: <http://www.cde.ca.gov/ci/cr/lb/schlibrarystds.asp>.

Library Media Standards, 2nd Edition, Adopted by the National Board for Professional Teaching Standards (NBPTS) Board of Directors (April 2010) available at: https://docs.google.com/file/d/0B0QYsEg2_sjmNTEzYmJIYWUtY2NkMC00ZTBmLTgwYTctODU3YWU1M2I1Njk0/edit

American Association of School Librarians Standards for the 21st Century Learner (2007) available at:

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf

Economic Impact Assessment – Proposed Additions and Amendments to Title 5 of the California Code of Regulations Pertaining to Teacher Librarian Services Credential and Special Class Authorization

Disclosures Regarding the Proposed Actions

The Commission has made the following initial determinations:

Mandate to local agencies or school districts: None.

Other non-discretionary costs or savings imposed upon local agencies: None.

Cost or savings to any state agency: None.

Cost or savings in federal funding to the state: None.

Significant effect on housing costs: None.

Significant statewide adverse economic impact directly affecting businesses including the ability of California businesses to compete with businesses in other states: None.

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with section 17500) of the Government Code.

Cost impacts on a representative private person or business: The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Statement of the Results of the Economic Impact Assessment [Govt. Code § 11346.5(a)(10)]: The Commission has made an assessment that the proposed amendments to the regulations will not (1) create or eliminate jobs within California; (2) create new businesses or eliminate existing businesses within California; or (3) affect the expansion of businesses currently doing business within California. The proposed regulations will not benefit nor adversely affect the health and welfare of California residents, worker safety, or the State's environment.

Effect on small businesses: The proposed regulations will not have a significant adverse economic impact upon business since they apply only to the requirements for Teacher Librarian Services Credentials for service in California's public schools.

Notice of Proposed Rulemaking Mailing List and Responses

Mailing List

- Members of the Commission on Teacher Credentialing
- California County Superintendents of Schools
- Credential Analysts at the California County Superintendents of Schools Offices
- Superintendents of Selected California School Districts
- Deans and Directors at the California Institutions of Higher Education with Commission-approved programs
- Credential Analysts at the California Institutions of Higher Education with Commission-approved programs
- Presidents of Selected Professional Educational Associations

Also placed on the Internet at <http://www.ctc.ca.gov>.

Tally of Responses

As of Thursday, September 13, 2012, the Commission had received the following written responses to the public announcement:

Support

0 organizational opinion
2 personal opinions

Opposition

0 organizational opinions
0 personal opinions

Total Responses: 2

Responses Representing Individuals in Support

1. Lesley Famer, Library Media Professor, CSU Long Beach

2. Deborah Arroyo, Teacher Librarian, Fontana Unified

Comment: This email is regarding the *Proposed Amendments and Additions to Title 5 of the California Code of Regulations Pertaining to the Teacher Librarian Services Credential and Special Class Authorization.*
<http://www.ctc.ca.gov/notices/coded/2012/1208.pdf>

I'm so excited to hear that commission has this proposal before them. The proposed changes and additions to the Teacher Librarian credential will update my credential to meet the needs of 21st century schools and classrooms. Schools need authorized trained teachers to instruct students in digital literacy, information literacy, and digital citizenship. Of course, these are things Teacher Librarians already do, but being the teacher of record for this will bring clarification to our role in and out of the library. It's wonderful we will have the backing of our credential to teach these things in a departmentalized classroom setting. I have many colleagues that often come to me and tell me they wish students could learn web 2.0, digital literacy/citizenship, etc. in an elective class and have those skills *before* they get to their class because they don't have the time to teach it, it's not part of their curriculum, yet it's something students need to know. I especially hear this from teachers who use online blended learning environments or want to engage students with educational technology. A course such as information literacy or digital literacy would be valuable for students to take and knowing who the teacher of record is will make schools and districts more inclined to offer such a course since they already have the Teacher Librarian to teach it. My district has already approved an Information Literacy course that myself, our District Library Coordinator, and another Teacher Librarian colleague have written to be taught by Teacher Librarians. I look forward to hearing about the action the committee may take on this proposal.

Staff Recommendation

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.

CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING

§ 80024.6. Emergency Teacher Librarian Services Permit.

(a) Requirements for the initial issuance of the Emergency Teacher Librarian Services Permit are as follows:

(1) Persons holding a valid California Teaching Credential must verify all of the following:

(A) The applicant and the employing agency must meet the general requirements specified in ~~Section~~section 80023.2.

(B) The applicant must possess a valid California Teaching Credential based on a baccalaureate degree and a professional preparation program, including student teaching.

(C) The applicant must provide a written affirmation of his or her intent to complete the requirements set forth in ~~Section~~section 80026.6 during the period of the permit.

(2) Persons holding or eligible for a valid service credential from a state other than California must verify all of the following:

(A) The applicant and the employing agency must meet the general requirements specified in ~~Section~~section 80023.2.

(B) The applicant must verify possession of or eligibility for an out-of-state credential or certificate authorizing service as a school librarian.

(C) The applicant must provide a written affirmation of his or her intent to complete the requirements set forth in ~~Section~~section 80026.6 during the period of the permit.

(b) To reissue an Emergency Teacher Librarian Services Permit, the applicant and the employing agency must meet the requirements for reissuance of emergency permits specified in ~~Section~~section 80026.6.

(c) Authorization. An Emergency Teacher Librarian Services Permit authorizes the same service as a ~~Library Media-Teacher~~ Librarian Services Credential.

Note: Authority cited: Sections 44225(b) and 44225(q), Education Code. Reference: Sections 44225(d), 44225(g) and 44300, Education Code.

§ 80053. Services Credential Authorizing Service as a Teacher Librarian ~~Media Service Teacher~~.

(a) The minimum requirements for the ~~professional-clear~~ Teacher Librarian ~~Media-Teacher~~ Services Credential shall include all of the following:

- (1) a baccalaureate degree from a regionally accredited institution of higher education;
 - (2) a valid basic California teaching credential as defined in Education Code ~~Section~~section 44203(e)~~(e)~~ and an English learner authorization;
 - (3) completion of ~~either A or B~~ one of the following:
 - (A) ~~A~~ Commission-approved Teacher Librarian~~y~~ Media~~Teacher~~-Services Credential program based on the Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards (rev. 2011) available on the Commission's website and hereby incorporated by reference, as provided in Education Code section 44373(c); or
 - (B) a professional preparation program in teacher librarian services including successful completion of a supervised field work, or the equivalent, in a program taken outside California of at least 30 graduate semester units, that is comparable to a program accredited by the Committee on Accreditation. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the coursework was completed; or Completion of an out-of-state Library Services program of at least 30 graduate semester units, approved by the appropriate state agency
 - (C) National Board Certification in Library Media for Early Childhood through Young Adult from the National Board of Professional Teaching Standards.
 - (4) meet the basic skills requirement ~~passage of the California Basic Educational Skills Test~~ as specified in Education Code section 44252~~(b)~~. Individuals who qualify via subsection (a)(3)(C) are exempt from this requirement;
 - (5) a completed application form as listed in section 80001(b)(2) and the appropriate fee as specified in section 80487(a)(1); and
 - (6) recommendation from a Commission-approved Teacher Librarian Services program as specified in Education Code section 44227(b).
- (b) Authorization. The ~~Teacher Librarian~~y~~ Media~~Teacher~~-Services~~ Teacher-Librarian Services Credential authorizes the holder to instruct ~~students~~pupils ~~in the choice and use of~~ accessing, evaluating, using and integrating information and resources in the ~~of~~ library program materials; to plan and coordinate school library programs with the instructional programs of a school district through collaboration with teachers; to select materials for school and district libraries; to develop programs for and deliver staff development for school library services; to coordinate or supervise library programs at the school, district or county level; to plan and conduct a course of instruction for those pupils who assist in the operation of school libraries; to

supervise classified personnel assigned school library duties; and to develop procedures for and management of the school and district libraries.

- (1) Holders of valid California teaching credentials based upon a baccalaureate degree who do not hold a credential authorizing services as a ~~library-media-teacher~~ librarian may serve as ~~library-media-teachers~~ librarians in public schools, provided that they are trained in their duties by a credentialed school ~~library-media-teacher~~ librarian and supervised by an individual holding certification authorizing such supervision. Teachers employed to provide library services under this provision must, during the first year of service, either apply for the ~~Library Media Teacher Services-Emergency~~ Teacher Librarian Services Permit and pursue enrollment in a Commission-~~accredited~~approved regional or distance-learning ~~library-media~~ teacher librarian services credential program, or submit to the county office of education a description of the factors that made it impossible to enroll in such a program. All teachers must obtain the ~~Library Media Teacher Services~~Emergency Teacher Librarian Services Permit before the end of the second year of service under this provision.
- (2) Nothing in this section shall be construed to preclude local governing boards from employing non-credentialed individuals to assist in the provision of library services, provided that the employment of non-credentialed personnel is not intended to supersede the requirement to include holders of the ~~Library Media-Teacher~~ Librarian Services Credential or other credential authorizing library service pursuant to Education Code ~~§section~~ 44868 in the coordination and implementation of public school library programs. Services provided by non-credentialed personnel shall not include those activities requiring possession of a valid ~~Library Media-Teacher~~ Librarian Services Credential, as specified in Subsection (b) of this section.

(c) Term.

The ~~School Library Media-Teacher~~ Librarian Services Credential shall be issued on the basis of the completion of all requirements and shall be dated per Title 5 ~~Section~~section 8055380493(b).

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44203(e), 44227(b), ~~44252(b) and (d)~~, 44269, 44373(c), 44399, and 44868, Education Code.

§80053.1. Teacher Librarian Services Credential Special Class Authorization.

(a) The minimum requirements for the Special Class Authorization include the following:

- (1) A valid one-year nonrenewable, professional clear, clear, or life Teacher Librarian or Library Media Services Credential; Library Services; Standard Elementary, Secondary, Early Childhood Education, or Junior College Teaching Credential with a specialized preparation minor in Librarianship; or General Credential in Librarianship;
- (2) Completion of a Commission-approved Special Class Authorization program of professional preparation, based on the Teacher Librarian Services Credential and Special

Class Authorization in Information and Digital Literacy Program Standards (rev. 2011) available on the Commission’s website and hereby incorporated by reference, as provided in Education Code Section 44373(c).

(3) A completed application form as listed in section 80001(b)(2) and the appropriate fee as specified in section 80487(a)(1); and

(4) Recommendation from a Commission-approved Teacher Librarian Services program as specified in Education Code section 44227(b).

(b) Period of Validity. The Special Class Authorization shall remain valid as long as the prerequisite credential required in (a)(1) remains valid.

(c) Authorization. The Special Class Authorization authorizes the holder to provide departmentalized instruction in information literacy, digital literacy, and digital citizenship to students in grades 12 and below, including preschool and in classes organized primarily for adults.

(d) Definitions.

(1) “Information Literacy”: Knowledge of the nature, architecture, and cycle of information. The ability to access, evaluate, use, and integrate information and ideas found in print, media, and digital resources effectively, enabling students to function in a knowledge-based economy and technologically oriented society.

(2) “Digital Literacy”: A lifelong learning process of capacity building for using digital technology, communications tools, and/or networks in creating, accessing, analyzing, managing, integrating, evaluating, and communicating information in order to function in a knowledge-based economy and society.

(3) “Digital Citizenship”: An understanding of the ethical, legal and safe use of information and technology. Respect for copyright, intellectual property, and the appropriate documentation of sources including the ability to differentiate between legal and illegal uses of information and sources so that students learn to apply responsible research practices. An awareness of local and global societal issues and responsibilities in an evolving digital culture, digital etiquette, and responsible social interactions related to the use of technology and information.

Note: Authority cited: Section 44225, Education Code. Reference: Sections 44203(e), 44227(b), 44252, 44269, 44373(c), and 44868, Education Code.