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Information

Professional Services Committee

Update on the Work of the Teacher Librarian Services Advisory Panel and Presentation of Draft Preparation Program Standards

Executive Summary: This agenda item provides an update on the work of the Teacher Librarian Advisory Panel, including an initial presentation of draft standards for preparation programs for teacher librarians.

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

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

January 2011

Update on the Work of the Teacher Librarian Services Advisory Panel and Presentation of Draft Preparation Program Standards

Introduction

This agenda item provides an update on the work of the Teacher Librarian Services Credential Advisory Panel, including an initial presentation of draft standards developed by the panel. At the March 2010 Commission meeting, staff discussed 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 plan also included the charge to the panel which can be found in Appendix A.

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 every grade level. 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.

Advisory Panel Selection
Between April and June 2010, Commission staff advertised, received and reviewed applications for the advisory panel. All applications were reviewed for appropriate experience in the area of providing library services to K-12 students or equivalent experience and/or expertise. In addition, the selection of panel members took into consideration factors such as geographic representation, credentials held by applicants, expertise with standards development and/or implementation, and the diversity and professional experiences of the applicants. Pursuant to the Commission's policy manual, Executive Director Janssen appointed members of the advisory panel and notifications were sent to each panel member in July 2010. The list of panel members and affiliations is included in Appendix B.

Update on the Work of the Advisory Panel
Appendix A contains the charge of the Teacher Librarian Credential Advisory Panel. The panel's initial work involved reviewing current credential requirements and preparation program standards, including the following state and national documents:

- *Standards of Program Quality and Effectiveness and Factors to Consider in the Evaluation of Library Media Teacher Programs* (CTC, 1991)

- *National Board for Professional Teaching Standards (NBPTS) Library Media Standards* (2010)

- American Library Association (ALA) and American Association of School Librarians (AASL) *Standards for Initial Programs for School Librarian Preparation* (2010)

- *California Standards for the Teaching Profession* (2009)

- *Model School Library Standards for California Public Schools, Kindergarten through Grade Twelve* (2010)

- *AASL Standards for the 21st-Century Learner* (2007)

- *Standards of Program Quality and Effectiveness for the Reading Certificate and the Reading and Language Arts Specialist Credential* (CTC, 1998)

To date the panel has held two, two–day meetings, one in September and one in November. During the first meeting, panel members discussed how library, teaching, and technology have changed since the Teacher Librarian standards were written in 1991. They also discussed the recently revised national library standards and National Board standards for teacher librarians as well as the Model Library Standards for California Schools. In addition, the panel identified the knowledge, skills and abilities needed by current teacher librarians. On the second day, the panel broke into small groups to begin writing the first draft of the new standards. Between the first and second meetings, the small groups used telephone and email to fine-tune a first draft of the new standards which was then made available for comment to all panel members.

At its second meeting, the panel discussed and revised the draft Teacher Librarian standards based on panelists' comments. The members were given opportunities to review the format and content of current CTC program standards and then, based on these discussions, worked in small groups again to further refine the draft standards.

Within a month after the second meeting, a subgroup of the larger panel used email and phone conferences to develop a revised draft of the standards which was then made available to all panel members for comment and edits.

A web page (http://www.ctc.ca.gov/educator-prep/teacher-librarian.html) has been established for the panel's work. All the research articles and public documents read and discussed by the panel are listed here, as well as agendas for each meeting.

Draft Revised Standards
Appendix C contains the initial draft standards that the panel would like to provide to stakeholders in a survey format for review and feedback. It is important to note that no final consensus or resolution has been reached at this point regarding the standards as information is still being gathered, analyzed, and discussed by the advisory panel. Commissioners should also note that the language within the standards is rather lengthy. At this point, the language of the standards captures the totality of what the panel members feel is important to address in the preparation program. It is likely that the final version of the standards will be more refined and some of these concepts may become Program Planning Prompts to provide guidance to program sponsors instead of actual standards.

Next Steps
The advisory panel has two more meetings planned. The next two-day meeting takes place on the same days as the January 2011 Commission meeting, with some panel members participating in the presentation of this agenda item. Based on Commission discussion and direction at the January meeting, the panel will revise the new standards in preparation for a field/stakeholder review to be completed before the final advisory panel meeting in May. Revisions based on this field review will be completed by the panel at the May advisory panel meeting with a final draft to be presented as an information item at the June Commission meeting and as an action item for adoption at the Commission's August meeting. If, however, Commission and stakeholder feedback and subsequent revisions are minimal, the panel may be ready to present the new standards for adoption at the June 2011 Commission meeting.

Appendix A

Charge to the Teacher Librarian Credential Advisory Panel

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

- Fully participate in the discussion and work of the group

- Share knowledge and beliefs in a professional manner, respecting differing perspectives

- Work together in a timely manner to meet the requirements of the Education Code

The Panel is charged to review:

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

2. The adopted Library Media Teacher preparation program standards.

3. Draft California Model School Library Standards as developed by the California Department of Education (http://www.cde.ca.gov/ci/cr/lb/documents/libstdfield reviewoct09.doc)

4. Other resources as appropriate such as current credential requirements and standards used by other states for similar credentials and current and confirmed research about effective instructional strategies.

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

Appendix B

CTC 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 Unified 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	Administrator, Commission on Teacher Credentialing	
Geri Mohler	Consultant, Commission on Teacher Credentialing	
Roxann Purdue	Assistant Consultant, Commission on Teacher Credentialing	

Appendix C

Draft CTC Teacher Librarian Services
Credential Program Standards

Draft Teacher Librarian Services Credential
Program Standards

Category A: Program Design

Standard 1: Program Design
The sponsoring institution demonstrates a commitment to candidate preparation by providing appropriate 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, instruction and best practices in effective school librarianship.

The program provides opportunities for candidates to understand, articulate, and model the overall role of the teacher librarian in *diverse learning communities* by having them demonstrate competency in six critical areas of service provided in effective library media programs: teaching for learning; multiple literacies such as reading, information, technology and media; information and knowledge; leadership and *advocacy*; program administration; and *diversity and equity*.

The program assures that candidates are knowledgeable about children's and young adult literature, utilize data to select reading materials in multiple formats to support reading for information and personal enjoyment and to use a variety of strategies to promote reading and *digital and media literacy* that address the diverse needs of all learners.

The program prepares candidates to model and promote ethical, equitable access to and use of physical, digital, and *virtual collections* of resources by students, teachers and administrators. Candidates are equipped to demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community and demonstrate the use of a variety of *research strategies* to generate knowledge to improve practice.

The program provides candidates with the understanding and ability to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates demonstrate a commitment to continuous learning and professional growth, lead professional development activities for other educators, and provide leadership by communicating to others the impact school libraries have on student achievement.

The program ensures candidates are equipped with the proper foundational skills to evaluate school library programs and facilities; develop policies and procedures; and administer resources

and services in support of the school library's mission according to the ethics and principles of library science.

Category B: Curriculum and Fieldwork

The program provides opportunities for candidates to understand, articulate, and model the overall role of the teacher librarian in diverse learning communities. Successful candidates thus demonstrate competency in six critical areas of service provided in effective library media programs: Teaching for Learning; Multiple Literacies; Information and Knowledge; Leadership and Advocacy; Program Administration; and, Diversity and Equity.

The program provides opportunities for candidates to analyze and apply theory, professional literature and beneficial practices that pertain to teacher librarianship, including the *California Model School Library Standards*, the *California Standards for the Teaching Profession*, and the *American Association of School Librarians Standards*. The program integrates professional research to ensure candidates are competent action researchers, advocates and teachers.

Standard 2: Teaching for Learning
The program provides opportunities for candidates to become effective teachers who demonstrate knowledge of learners and learning. Candidates model and promote collaborative planning and instruction in multiple literacies to enable members of the learning community to become effective users of ideas and information. Candidates design and implement instruction that engages learners' interests and develops learners' abilities to inquire, think critically, and gain and share knowledge.

2.1 Effective and Knowledgeable Teachers
Candidates use a variety of instructional strategies and assessment tools to design, develop and use digital-age learning experiences and assessments independently and in partnership with teachers and other members of the educational community.

2.2 Knowledge of Learners and Learning
Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and abilities, and design instruction that reflects educational best practices. Candidates support the learning of all students and members of the learning community, including individuals with diverse languages, learning styles, physical and intellectual abilities and needs. Candidates base 21st century skills instruction on learners' interests and learning needs, and link assessment to student achievement.

2.3 Instructional Partners
Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates understand and value the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and

information use. Candidates document and communicate the impact of collaborative instruction on student achievement.

2.4 Integration of 21st-Century Skills and Learning Standards
Candidates advocate for 21st-century literacy skills to support the learning needs of the school community. Candidates demonstrate how to plan and implement instruction of *AASL Standards for 21st Century Learners* and state content standards, including the *Model School Library Standards for California Public Schools*, independently and in collaboration with classroom teachers. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support Preschool, K-12 and Adult students' conceptual understanding, critical thinking and creative processes.

Standard 3: Multiple Literacies
The program provides opportunities for candidates to promote a variety of literacies, including reading for learning, personal growth and enjoyment, information literacy, media literacy and visual literacy. Candidates use a variety of strategies to reinforce classroom literacy instruction to address the diverse needs and interests of all readers.

3.1 Reading and Literature
Candidates read and are knowledgeable about a wide range of children's, young adult, adult and professional literature in multiple formats and languages to support comprehension and reading for information, personal enjoyment and lifelong learning. Candidates are familiar with professional selection tools, including tools associated with curriculum areas.

3.2 Literacy Strategies
Candidates collaborate with classroom teachers to encourage a wide variety of reading instructional strategies to ensure Preschool, K-12, and Adult students are able to create meaning from text. Candidates work with teachers to provide for the integration of literature and informational text in all curricular areas. Candidates make resources available to parents and guardians to support their children's literacy development.

3.3 Technology and other Literacies
Candidates incorporate a variety of media, including *digital and audio-visual resources*, to access, use, generate, and share information purposefully and responsibly. Candidates employ a variety of instructional strategies to enable students to become competent in multiple literacies (e.g., *technology, media, visual*).

3.4 Promoting a Culture of Literacy
Candidates use a variety of strategies and technologies to inculcate a habit of lifelong reading. Candidates promote critical viewing, listening and thinking activities.

3.5 Incorporating Diversity

Candidates develop and manage a collection of reading and information materials in multiple formats that support the diverse developmental, cultural, social, and linguistic needs of students. Candidates incorporate teaching strategies that support the learning of diverse populations.

Standard 4: Information and Knowledge

The program provides opportunities for candidates to model and promote ethical and equitable access to and use of physical, digital, and virtual collections of resources by students, teachers and administrators. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

4.1 Efficient and Ethical Information-Seeking Behavior

Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, content area teachers, staff and administrators to efficiently access, interpret, and communicate information.

4.2 Access to Information

Candidates support flexible, open access to library resources and services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services and facilitate access to information in print, non-print, and digital formats. Candidates model and communicate current legal and ethical codes of the profession.

4.3 Information Technology

Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in *authentic learning* through the use of digital tools and resources. Candidates facilitate and model for students and teachers the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to conduct research and to support learning, creativity, and communication in a digital society.

4.4 Research and Knowledge Creation

Candidates collect, interpret, and use data to create new knowledge and to improve practice in school library services. Candidates use evidence-based, *action research* to create and share new knowledge.

Standard 5: Leadership and Advocacy

The program provides opportunities for candidates to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with the school community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide instructional and professional leadership that impacts the school library program and student achievement.

5.1. Networking with the Library Community

Candidates demonstrate the awareness, need and ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Colleagues include but are not limited to: district, COE, public, academic and special librarians. Candidates use technologies to participate and collaborate as members of a social and intellectual network of learners.

5.2 Professional Growth

Candidates model a strong commitment to the profession by actively participating in professional growth and leadership opportunities through membership in library and other professional education associations, participation in virtual professional development opportunities (e.g., webinars), and attendance at professional conferences and workshops. Candidates engage in professional conversations through the reading and writing for print and/or digital resources. Candidates strategically plan for ongoing professional growth that impact student learning.

5.3 Leadership

Candidates articulate the impact of a strong school library on student academic achievement within the context of current educational initiatives. They can explain and support active and visionary leadership in school and district leadership teams. Utilizing evidence-based practice and information from education and library research, candidates demonstrate competency in curriculum development. Candidates are able to provide professional development opportunities for the *school community* of students, teachers, staff, administration, and parents.

5.4 Advocacy

Candidates understand the need for active advocacy at all levels. Candidates develop an advocacy plan that promotes the role of the strong school library in providing instruction, resources and services.

Standard 6: Program Administration

The program provides opportunities for candidates to plan, develop, implement and evaluate school library programs, policies, procedures, resources and services in support of the school library's mission according to the ethics and principles of library and information science and education.

6.1 Collections

Candidates evaluate and select print, non-print and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, cultural, personal and professional needs of all the school community. Candidates organize the library collections according to current, standard library cataloging and classification principles.

6.2 Professional Ethics

Candidates model responsible behavior and educate the school community on the ethical use of information and ideas. Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model *digital citizenship*.

6.3 Personnel, Funding, and Facilities
Candidates develop, implement and evaluate policies and procedures that support teaching and learning in strong school libraries. Candidates apply best practices related to planning, budgeting, and evaluating human, information and physical resources. Candidates organize library facilities, physical and virtual, to enhance the use of information resources and services and to ensure equitable access.

6.4 Strategic Planning and Assessment
Candidates communicate and collaborate with the school community to design and develop a library program that integrates instruction, resources, services and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

Standard 7: Diversity and Equity
The program provides opportunities for candidates to become accomplished teacher librarians who can teach all learners appropriately, provide equitable access to resources, and promote the acceptance of diversity among members of the school community.

7.1 Teaching All Learners
Candidates demonstrate effectiveness in teaching diverse learners. Candidates assess and understand students' background, experience, interests, abilities, and needs to help students reach their learning outcomes. Candidates provide equitable access to all learners through instruction, resources, and opportunities to inquire, think critically, and gain and share knowledge. Candidates model and promote the acceptance of diversity among students, teachers and other members of the educational community.

7.2 Addressing Diverse Needs of All Learners
Candidates are sensitive to and understand issues of equity and diversity in theory and practice. Candidates model, promote and reflect upon professional ethics related to issues of equity and diversity. Candidates demonstrate skill in providing a high quality library program that is appropriate for the diverse needs, interests, socio-cultural and linguistic backgrounds, learning styles and capabilities of all learners.

7.3 Understanding and Teaching Special Populations
Candidates consider the backgrounds of all students including, but not limited to, struggling students, gifted and talented students, and students with special needs. Candidates provide accommodations and modifications for students with special needs to access the core curriculum.

7.4 Understanding and Teaching English Learners
Candidates provide targeted support to individuals and groups to address specific needs in English language development. Candidates understand language demands of learning tasks and assessments. Candidates identify what students at different levels of English language proficiency are able to do as well as what they may struggle to do with respect to academic

language in oral and written forms. Candidates support English learners by providing timely access to resources to support core content based on students' identified strengths and needs.

Standard 8: Field Experiences

Candidates participate in significant field experiences designed to apply concepts and knowledge as described in Category B. Field experiences are integral to the coursework and address the major duties and responsibilities authorized by the Teacher Librarian Services credential as articulated in Standards 2-7, including collaboration with teachers using the *Model School Library Standards for California Public Schools*.

Fieldwork includes extensive experiences in a variety of diverse and realistic settings in the day-to-day functions of school site teacher librarians. The fieldwork includes experiences at both elementary and secondary school levels. Fieldwork may also include participation in school and district committees, district level experiences, leadership teams, professional association staff development activities and experiences in other types of libraries. The program ensures that candidates are placed in field sites with a comprehensive library program.

Fieldwork experiences include on-going guidance, assistance, and timely feedback by identified mentors to guide improvements in practice.

Candidates are provided, in collaboration with local educational agencies, guidance, site-based support, and coordination of field experiences to ensure the candidate has successful experiences in school libraries with diverse students including English learners, students with disabilities, students who are gifted and talented, and students at risk.

Category C: Candidate Competence

Standard 9: Determination of Candidate Competence

Program sponsors use multiple measures to determine that each candidate has demonstrated competence across the proficiencies described in the following areas:

9.1 Teaching for Learning

Candidates demonstrate proficiency of knowledge of learners and effective teaching through evidence such as teacher evaluations, portfolios, collaborative plans, and other assessment instruments that integrate state content standards, 21st century learning skills and the *Model School Library Standards* (California Department of Education, 2010).

9.2 Literacy and Reading

Candidates demonstrate their knowledge of literature for children, youth, and professionals through evidence such as portfolios, reading promotion documents, reading lists, analyses of resources and literacy instruction activities.

9.3 Information and Knowledge

Candidates demonstrate their proficiency in efficient and ethical information-seeking and behavior through evidence such as research reports, informational websites, pathfinders and other informational documents.

9.4 Leadership and Advocacy
Candidates demonstrate proficiency in networking with the library community and planning for advocacy through evidence such as correspondence, reports and plans, and workshop documents.

9.5 Program Administration
Candidates demonstrate proficiencies in managing school library resources, modeling ethical principles of the profession, understanding library-related policies and procedures, and participating in strategic planning and assessment activities through evidence such as portfolios, plans, policies and procedures, assessment tools, and field experience evaluation.

9.6 Equity and Diversity
Candidates demonstrate proficiency in teaching all learners, including students with special needs and English learners, through evidence such as portfolios, lesson plans, and instructional activities.