



**Teacher Librarian Services Credential and Special  
Class Authorization  
In Information and Digital Literacy  
Program Standards**

**Commission on Teacher Credentialing**

*Standards Adopted Library Services June 2011*

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# Commission on Teacher Credentialing

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## Preconditions and Common 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. Institutions are required to submit information related to the Preconditions to the Commission at three points in the accreditation system: 1) during year one of the accreditation cycle, 2) during year four of the accreditation cycle and 2) upon submitting a new program proposal.

There are essentially two kinds of preconditions. The first are the Commission's ten General Institutional Preconditions. These apply to all professional preparation programs—teacher and services credential preparation programs. These preconditions do not apply to subject matter programs.

The second type of preconditions apply to particular kinds of credential preparation programs. There are four Program Specific Preconditions that apply to all types of educator preparation programs. In addition, there are preconditions for many types of educator preparation programs. All program sponsors must respond to each of the applicable preconditions.

Click to the following link to locate the preconditions. <http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf>.

*The required Preconditions for the **Teacher Librarian Services Credential Program** are: General Preconditions 1-10; Program Specific Preconditions 1-4 and 5.*

### Common Standards

The Common Standards address issues of institutional infrastructure, stability, and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards. Consequently, there is a single response to the nine Common Standards that reflects the institution's support of each of its educator preparation programs. Institutions are required to submit information related to the Common Standards to the Commission at two points in the accreditation system: 1) during year 5 of the accreditation cycle- the year before the accreditation site visit; and 2) upon submitting a new program proposal.

The institution must develop **one response** to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. The Common Standards document is inclusive of the entire unit, consequently only one Common Standards document will be submitted to the CTC for each approved

institution/program sponsor regardless of how many approved programs are offered. Click on the following link to locate the Common Standards

<http://www.ctc.ca.gov/educator-prep/STDS-common.html>.

If the institution's Common Standards are up to date and the institution submits a new program proposal, the institution must complete an addendum to the Common Standards that assures the Commission that the institution will support the proposed program in the same way it has supported other educator preparation programs. Click on the following link to locate the Common Standards Addendum <http://www.ctc.ca.gov/educator-prep/program-standards.html>.

The Common Standards Glossary should be consulted for definitions of any of the terms found in *italics* in the Common Standards.



## **Program Standards**

### **Category A. Program Design**

#### **Standard 1: Program Design**

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

### **Category B. Curriculum and Field Experiences**

#### **Standard 2: Teaching for Learning**

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

#### **Standard 3: Multiple Literacies**

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

#### **Standard 4: Information and Knowledge**

The program provides opportunities for candidates to model and promote ethical and equitable access to physical, digital and virtual collections by students and staff. Candidates instruct students and staff in effective use of these collections. Candidates demonstrate knowledge of a variety of information

sources and services that support the needs of diverse educational communities. Candidates demonstrate the use of various research strategies to improve teacher librarian practice.

#### **Standard 5: Leadership and Advocacy**

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

#### **Standard 6: Program Administration**

The program provides opportunities for candidates to examine best practices to plan, develop, budget for, implement, and assess school library programs. Candidates are able to develop and implement policies, procedures, and services in support of the school's mission and according to the ethics and principles of library and information science. Candidates gain the skills to supervise classified staff, student library assistants, and volunteers. Candidates evaluate and select physical, digital and virtual resources using a selection policy, professional selection tools, and evaluation criteria. Candidates gain the skills to develop and manage a quality collection designed to meet the diverse curricular, cultural, personal, and professional needs of the school community, and organize the collection according to standard library cataloging and classification principles.

#### **Standard 7: Diversity and Equity**

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

#### **Standard 8: Field Experiences**

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

## Category C. Candidate Assessment

### **Standard 9: Determination of Candidate Competence**

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

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

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 Teacher Librarian Services Credential does not authorize them to provide instruction in this content as the teacher of record in a departmentalized classroom. In light of California's Model School Library Standards (see Standard 2: Teaching for Learning), Teacher Librarians will now have the option of earning an authorization to provide instruction in this content in departmentalized courses as well as in collaboration with teacher colleagues.

The Special Class Authorization 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. The holder of a Teacher Librarian Services Credential who completes the additional standards and earns a Special Class Authorization will be able to teach departmentalized courses in information and digital literacy, including the nature, architecture and cycle of information and digital citizenship for the ethical, legal and safe use of information and technology.

Program Standards 10-11 contain specific information about the knowledge, skills and abilities that address the depth of this content in the program along with pedagogy for teaching that content as a departmentalized teacher of record. Current Teacher Librarians as well as candidates in future programs would not be required to complete the additional standards or obtain the Special Class Authorization. Candidates enrolled in a program offering both the Teacher Librarian Services Credential program and the additional standards for a Special Class Authorization have the option of completing all standards concurrently for an initial recommendation by the program for the Teacher Librarian Credential with a Special Class Authorization.

Candidates may also elect to complete the additional standards subsequently after earning their Teacher Librarian Services Credential in order to add the Special Class Authorization at a later date. Holders of a previously issued Teacher Librarian Services Credential, or an older equivalent credential, would also have the option of completing the subsequent coursework that meets these additional standards in order to earn the Special Class Authorization. Decisions regarding comparability are at the discretion of the program sponsor; however, program sponsors must keep a record of the evidence and decisions that address the candidate's competence in relation to the standards.

**In addition to meeting Standards 10 and 11, programs that offer the Special Class Authorization, programs 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.