

UNIVERSITY OF KENTUCKY
COLLEGE OF EDUCATION
TEACHER EDUCATION UNIT

NEW TEACHER
CERTIFICATION PROGRAM FOLIO

**Certification for
School Media Librarian**

**School of Library
and Information Science**

August 1999

**University of Kentucky
School of Library and Information Science**

**Certification Plan: School Media Librarian P-12
New Teacher**

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I. Conceptual Framework

Introduction

In their work, school librarians must have command of two bodies of content knowledge and expertise: that of teacher and that of librarian. Since school media librarians carry out their work in elementary, middle and secondary schools, they must be, first and foremost, excellent teachers. For this reason the faculty for the certification plan in school media librarianship, situated within the School of Library and Information Science, adopts the overarching conceptual framework of “Professional Educator as Reflective Decision Maker” that guides the work of the College of Education. In concert with the School of Education, the School of Library and Information Science is committed to preparing professional educators who successfully fill the unique role of teacher-librarian in the school setting.

A. College of Education

The College of Education at the University of Kentucky has adopted the model of “Professional Educator as Reflective Decision-Maker” as the conceptual framework for its professional education programs. The characteristics of reflective decision-making included in professional education programs are derived from concepts of reflective practice as espoused by historical and contemporary leaders in education. As such, reflective thinking is based on the individual’s open-mindedness, that is, the ability to actively challenge personal beliefs by continually seeking new information. This open-mindedness goes hand-in-hand with whole-heartedness and intellectual responsibility. Whole-heartedness is an absorbing enthusiasm for and dedication to one’s work. Intellectual responsibility includes caring enough about the consequences of one’s professional duties and actions to seek necessary information on which to base intelligent decisions.

Reflective decision-making guides proactive practice as differentiated from reactive practice. Reflective decision-making in professional education programs at the University of Kentucky includes knowledge of and attention to Kentucky’s New Teacher Standards, Experienced Teacher Standards, and Administrator Standards; contemplation of possible long-term consequences of professional actions; evaluation of the appropriateness of these actions and the effects of these actions on student performance; and maintenance of an informed perspective concerning all aspects of teaching and instruction.

B. School of Library and Information Science

The program for the preparation of information professionals in the School of Library and Information Science extends and enhances the quality of information service in a culturally diverse, technological and global society. Successful information professionals must be able to analyze complex issues and problems and make informed, thoughtful decisions in a variety of settings, including school media libraries, academic, public and special libraries, information centers and the information industry.

Characteristics of thoughtful decision-making include: an understanding of the ways the process and results of research inform decision-making and their essential contribution to an evolving body of knowledge and professional practice; a professional commitment to the principles of intellectual freedom and an understanding of the ethical dimensions of information services in a variety of settings; assessment and evaluation of changing technologies and information environments which affect existing and possible systems for delivery of information to clients; and application of basic management concepts and methods in effective problem-solving.

The conceptual frameworks of the College of Education and the School of Library and Information Science share elements of "Professional Educator as Reflective Decision Maker." Both frameworks emphasize the need for successful professionals in their respective disciplines to continually seek new information; to reflect upon, analyze and understand problems and issues and to make incisive, thoughtful decisions based upon the information gathered.

C. Certification Program for School Media Librarians P-12 New Teacher

Each day, school media librarians must seek to broaden and deepen their knowledge base in order to make informed thoughtful decisions that will support the instructional goals of the schools in which they carry out their work. They encounter opportunities to act as instructional partners with colleagues; assist in the design of student-centered curriculum; and engage in assessment, evaluation, problem-solving and planning with regard to the library media program and the needs of the school community, exercising reflective decision-making practices. It is also within the context of their work that school library media librarians encourage and support students, teachers, administrators and staff in their development as information literate individuals and as self-directed, life-long learners.

The explosion of information available to students and teachers alike through increasingly rapid communication systems is at the heart of a transformation taking place in schools and school library programs. Libraries have become information centers that are no longer limited by walls. It is imperative that students and teachers become knowledgeable consumers of information, able to find the information they need in the most efficient and effective way possible using the most appropriate print or electronic resource and, having found the information, critically evaluate it for accuracy and potential use. Over time, these abilities have come to be known collectively as *information literacy*.

To achieve information literacy, students and teachers must be provided with frequent opportunities to actively utilize information sources in authentic situations. As information specialist, it is the responsibility of the school media librarian to provide access to these resources to the school community. The school library media librarian supports the development of student and adult information literacy through: (1) providing access to the library media center; (2) providing adequate electronic and print resources; (3) providing assistance in locating information; (4) guiding users in the selection of appropriate resources; (5) developing flexible policies for the use of resources; (6) providing retrieval systems; and (7) providing appropriate instruction regarding the use and evaluation of information sources and systems (*Information Power*, 1988).

The certification plan for the preparation of school media librarians adopts the central theme, “Teacher-Librarian as Information Specialist,” which incorporates reflective decision-making practices and extends the use of these practices to the work of the school media librarian. The work of the Information Specialist in the school setting requires knowledge of and attention to Kentucky’s New Teacher Standards, the Content Standard for School Media Librarians, in particular; the NCATE Approved Curriculum Guidelines for the School Library Media Specialist Basic Program described by the American Association of School Librarians (AASL Competency Matrix) and thoughtful consideration of the document, *Information Power*, published jointly by the American Association of School Librarians and the Association for Educational Communications and Technology, 1988, which emphasizes the roles of the school library media specialist as teacher, information specialist and instructional consultant.

II. Certification Plan Courses/Experiences: School Media Librarian P-12 New Teacher

A curriculum to prepare school library media professionals must take into account that the library media specialist is an administrator who has, in addition, three specific roles in the development and implementation of a library media program: (1) information specialist, (2) instructional partner, and (3) teacher. The school library media education program builds upon a broad general education background and includes professional studies in teacher education and librarianship. The school library media curriculum is organized to build on previous experiences and understandings, and provides sound research and theory to guide professional practice. Candidates are introduced to the school library media field through field experiences that relate theory to practice, culminating in the formal practicum experience which is planned to meet a candidate’s individual needs while reflecting the finest in library media practice.

The certification curriculum is designed to prepare a New Teacher for certification as a School Media Librarian P-12. New Teachers are described as individuals who have been granted a Teacher Internship Statement of Eligibility and who have not completed the internship year, or who have less than two years of classroom teaching experience in a state other than Kentucky. Individuals who wish to complete the requirements for certification as a School Media Librarian P-12 must complete the M.S.L.S. degree in the School of Library and Information Science at the University of Kentucky and

adhere to all requirements of the program. In addition, they must satisfactorily complete the certification portfolio and successfully pass the Praxis II Library Media Specialty Exam and the On-Demand Performance Assessment Tasks. The M.S.L.S. consists of thirty-six (36) semester hours. During the completion of the program candidates may apply to advance to Rank II (32 semester hours). The M.S.L.S. degree will also provide credentials to serve in other types of libraries or information centers in addition to school library media centers.

The following matrix demonstrates the relationship between courses/experiences included in the curriculum plan for the New Teacher pursuing School Media Library P-12 Certification. The matrix references the American Association of School Librarians (AASL) Competencies, Kentucky's New Teacher Standards, the Technology Standard, and the Content Standard for School Media Librarians, which refers to the discipline specific knowledge base required of all school media librarians regardless of their teaching status. The Content Standard for School Media Librarians is included as an appendix (See Appendix I).

Note: The following matrix contains sections that have been shaded gray and that do not have experiences/ courses listed. These are major headings from the AASL Competency Matrix used as the basic unit for the development of the certification program matrix in this document. The courses/experiences that support the major headings are listed under the appropriate subheadings. Content Standard for School Media Librarians refers specifically to the knowledge base required of all new school media librarians.

Learned Society: American Association of School Librarians (AASL) Competency Matrix	New Teacher Standards	Content Standard VIII: School Media Librarian	Technology Standard X	Courses/ Experiences
1.0 Professional studies in teacher education provide an understanding of teaching and learning, and candidates meet appropriate state licensure requirements for teaching.				
2.0 Professionalism: The ability to demonstrate a commitment to personal professional growth is shown by candidates who can:				
2.1 Exhibit comprehension of the role of libraries in a democratic society and the interrelationships of all types of libraries and information agencies.	VIII	VIII.2, VIII.6,		LIS 510: readings, discussion. LIS 513: readings, discussion, and papers. LIS 514: lecture. LIS 600: lectures, readings, and discussion. LIS 601: lectures and discussion. LIS 603: readings and discussion of mission, structure, management, and clients of types of libraries. LIS 611: readings and papers on censorship vs. selection. LIS 636: explores computer/internet roles in libraries and issues relating to information. LIS644: readings, discussion, and simulated exercises.
2.2 Exhibit an understanding of the role of the school library media program as a central element in the intellectual life of the school.	VIII	VIII.1, VIII.2, VIII.4		LIS 510: lecture, readings, and discussion. LIS 513: readings, interviews, and papers. LIS 514: readings and lecture. LIS 600: guest speakers. LIS 611: readings, interviews, and papers. LIS 644: discussion, reading, case study, and collection development manual. LIS 647: discussion and presentations. EDU 712: discussion.
2.3 Advocate and promote opportunities to improve the profession both independently and collectively.	VII, VIII	VIII.1		LIS 510: conference. LIS 513: conference and professional association invitations. LIS 514: readings and lecture. LIS 600: lectures, readings, discussion, and presentation. LIS 611: conference and professional association invitations. LIS 644: discussion, readings, and guest speakers. LIS 676: practicum experience and portfolio preparation. EDC 712: discussion and essays.
2.4 Engage in continuous self-evaluation and self-directed learning for personal professional growth.	VI, VII		X. 11	LIS 603: self-directed team simulations. LIS 636: projects and self-directed learning of software programs. LIS 637: projects and self-directed learning of software programs LIS 644: discussion and case study. LIS 668: projects and self-directed learning of software programs LIS 676: professional development plan.

Learned Society: American Association of School Librarians (AASL) Competency Matrix	New Teacher Standards	Content Standard VIII: School Media Librarian	Technology Standard X	Courses/ Experiences
2.5 Maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications.	VII			LIS 514: readings and class presentation. LIS 600: lectures, readings, and discussion. LIS 644: discussion and guest speaker. LIS 676: practicum notebook.
2.6 Demonstrate a commitment to promoting intellectual freedom.	VIII	VIII.2, VIII.5		LIS 510: lecture and discussion. LIS 513: selection rationale papers. LIS 514: readings, lecture, and discussion. LIS 600: lectures, readings, and discussion. LIS 601: lectures and discussion. LIS 611: selection rationale papers and selection panels. LIS 644: case study, discussion, readings, and ALA position paper.
2.7 Demonstrates professional integrity through ethical behavior.	VIII	VIII.5, VIII.7	X.10	LIS 514: lecture and discussion. LIS 600: lectures, readings, and discussion. LIS 601: lectures and discussion. LIS 636: lecture on computer ethics. LIS 637: lecture on computer ethics. LIS 644: readings, discussion, collection development manual, and ALA position paper.
2.8 Exhibit comprehension of the importance of cooperation and networking among libraries and other information agencies in meeting the information needs of participants in a democratic society.	VIII	VIII.2, VIII.6	X.6,7,13	LIS 510: lecture and use of libraries to access materials. LIS 514: lecture. LIS 600: lectures, readings, and discussion. LIS 601: lecture and discussion. LIS 602: lecture #13. LIS 636: lecture. LIS 637: lecture. LIS 644: discussion and case study. LIS 647: presentations and discussion. LIS 676: practicum experience.
2.9 Identify legislation and policy at the local, state, and national levels that affect the development of school library media programs and take appropriate action.	VII, VIII	VIII.1		LIS 514: comparative views of selection policies and procedures for challenged books. LIS 611: comparative views of selection policies and procedures for challenged books. LIS 636: paper and lecture. LIS 637: paper and lecture. LIS 644: online assignment, guest speaker, and discussion.
3.0 Communication and Group Dynamics. The ability to communicate effectively with students, faculty, staff, administrators, parents, other colleagues and the general public is shown by candidates who can::				
3.1 Maintain a positive teaching and learning climate in the library media center.	II, III, VIII	VIII.3, 4, 6, 7, 8, 9, 11, 12		LIS 510: lecture and discussion. LIS 636: lecture, projects, and instruction in trouble-shooting computer systems. LIS 644: readings and discussion. LIS 647: lecture and discussion. LIS 676: practicum experience.

Learned Society: American Association of School Librarians (AASL) Competency Matrix	New Teacher Standards	Content Standard VIII: School Media Librarian	Technology Standard X	Courses/ Experiences
3.2 Listen and respond to information requests in a manner that encourages further patron inquiry.	III, IV, VIII	VIII.2, VIII.5		LIS 601: lectures, discussion, and simulated exercises. LIS 630: pre-search interview and interpretation of search requests. LIS 636: lecture and projects. LIS 637: equips users to design and access computer-based information. LIS 668: equips users to design and access computer-based information.
3.3 Practice effective interpersonal relationships within as well as outside the school community and communicate regularly and purposefully to further both school and library media program goals and relate library media program needs and accomplishments.	II, IV, VIII	VIII.1, VIII.4, VIII.10, VIII.12		LIS 514: lecture. LIS 603: self-directed team simulation; discussions; projects in group dynamics, shared decision-making, and collaboration. LIS 644: readings, discussion, and case study. LIS 647: lecture and presentations. LIS 676: practicum experience. EDC 712: class discussion--cultural context of schools.
3.4 Exhibit communication skills necessary for collaborative planning of curriculum and lessons with teacher, i.e., the ability to demonstrate an understanding of curriculum objectives, to listen effectively, to use probing and clarifying questions, and to negotiate responsibility for activities.	I, IV, V, VI, VIII	VIII.2, VIII.12		LIS 510: booktalks, thematic units, and book discussion groups. LIS 514: booktalks, thematic studies, book discussion groups, and book rationales. LIS 603: exercises in self-managed teams. LIS 647: lectures, discussions, and presentations. LIS 676: practicum experience.
3.5 Develop and implement an effective public relations program that communicates to the school board, students, staff, parents, other colleagues, and the general public the vital contribution of the school library media program to learning.	VI, VIII	VIII.1, VIII.10		LIS 603: self-directed team simulation; discussions; projects in group dynamics, shared decision-making, and collaboration. LIS 644: readings, lectures, case study, and collection development manual. LIS 647: lecture and presentations.
4.0 Collection Management. The ability to apply basic principles of evaluating and selecting resources and equipment to build and maintain resource collection that includes both internal and external access points to support the educational goals of the school is shown by candidates who can:				

Learned Society: American Association of School Librarians (AASL) Competency Matrix	New Teacher Standards	Content Standard VIII: School Media Librarian	Technology Standard X	Courses/ Experiences
4.1 Develop, implement, monitor, and revise selection procedures at the district level and collection development policies that reflect the school's philosophy, goals, and objectives.	IV, V, VIII	VIII.5, VIII.7	X.12	LIS 510: book evaluations and lectures. LIS 513: review of established and development of revised selection criteria, book critiques, and book rationales. LIS 514: lecture and readings. LIS 611: review of established and development of revised selection criteria, book critiques, and book rationales. LIS 636: discuss evaluation of hardware and software. LIS 637: discuss evaluation of hardware and software. LIS 644: readings and collection development manual. LIS 676: practicum experience.
4.2 Identify and apply criteria appropriate for evaluating resources and accompanying equipment in all formats and at all grade levels.	IV, VIII	VIII.2, VIII.5, VIII.6, VIII.7, VIII.11	X.12	LIS 510: book evaluations and multi-media evaluations. LIS 513: book criteria and book critiques. LIS 514: lecture, discussion, and paper. LIS 601: lecture and discussion. LIS 636: discuss evaluation of hardware and software. LIS 637: discuss evaluation of hardware and software. LIS 644: software and web-site evaluations. LIS 647: presentations.
4.3 Use appropriate collection management principles and procedures for needs and analysis, evaluating, selecting, and discarding resources (e.g., collection mapping, teacher interviews, on-site previews, use of reviews, and bibliographic tools) in collaboration with classroom teachers.	IV, V, VII, VIII	VIII.5, VIII.6, VIII.7, VIII.12	X.12	LIS 510: book and multi-media evaluations. LIS 513: use of review sources and constructing annotated bibliographies to recommended books. LIS 514: lecture and presentation. LIS 611: use of review sources and constructing annotated bibliographies to recommended books. LIS 622: reading, reports, and exercises. LIS 644: collection development manuals.
4.4 Evaluate both internal holdings and external information access points, and the needs of the students and faculty to coordinate the selection of appropriate resources to meet the educational goals and objectives of the school.	II, III, V, VIII	VIII.1, VIII.2, VIII.6, VIII.7, VIII.11, VIII.12	X.12	LIS 601: lecture and discussion. LIS 644: lecture and collection development manual. LIS 676: practicum experience. LIS 636: evaluate internet search engines and web sites. LIS 637: evaluate internet search engines and web sites.
4.5 Establish an acquisition process that assures appropriate resources will be available for students and teachers when needed.	II, III, V, VI, VIII	II.1, II.2, II.5, II.6, II.7, II.11, II.12	X.12	LIS 644: readings, class discussion, and collection development manual. LIS 676: practicum experience.

Learned Society: American Association of School Librarians (AASL) Competency Matrix	New Teacher Standards	Content Standard VIII: School Media Librarian	Technology Standard X	Courses/ Experiences
4.6 Apply systematic techniques in maintaining internal holdings relevant to the personal, developmental and cultural needs of elementary and secondary students; professional needs of the faculty, staff and administrators; and the curriculum of the school.	II, III, VI,VIII	II.1, II.2, II.6, II.7, II.11	X.12	LIS 644: readings, lectures, and collection development manual. LIS 626: practicum experience.
5.0 Collection Utilization. The ability to use resources to support the personal, developmental and curricular needs of students, and the instructional development needs of faculty is shown by candidates who can:				
5.1 Develop a partnership with faculty to ensure that the evaluation and selection process provides curriculum-related resources appropriate to learner characteristics such as abilities, interests, needs, and learning styles.	II, III, V, VI,VIII	VIII.3, VIII.6, VIII.11, VIII.12	X.4, 5, 6, 7, 8, 9, 13, 14, 15	LIS 510: lecture. LIS 514: lecture. LIS 644: lecture and collection development manual. LIS 647: discussion, readings, and presentations. LIS 676: practicum experience.
5.2 Ensure that the evaluation and selection process provides curriculum-related resources that reflect instructional strategies, learning styles, and teaching styles.	I, III, V, VI, VIII	VIII.2, VIII.3, VIII.4, VIII.6, VIII.11, VIII.12	X.4, 5, 6, 7, 8, 9, 13, 14, 15	LIS 510: discussion of child development stages and lesson plan units. LIS 513: focus on child development with literature links to educational goals. LIS 514: lecture and paper. LIS 647: lecture, presentations, and examinations.
5.3 Recognize the characteristics unique to each information format and select items according to their specific contribution to learning objective or personal, developmental needs.	I, II,III, IV, V, VIII	VIII.2, VIII.3, VIII.6, VIII.11, VIII.12	X. 1, 2, 3, 11, 12, 13, 14	LIS 510: genre studies and thematic studies. LIS 513: genre studies and thematic studies. LIS 630: selection of online databases. LIS 636: discussion of computer-based information sources. LIS 637: discussion of computer-based information sources. LIS 644: collection development manual. LIS 647: discussion and presentations.
6.0 Production Management. The ability to assist faculty and students to design and produce resources is shown by candidates who can:				

Learned Society: American Association of School Librarians (AASL) Competency Matrix	New Teacher Standards	Content Standard VIII: School Media Librarian	Technology Standard X	Courses/ Experiences
6.1 Apply criteria to determine the appropriateness of producing local resources as opposed to selecting commercially produced resources.	IV, V, VI, VIII	VIII.6, VIII.7, VIII.11	X. 4	LIS 601: lecture and discussion. LIS 636: discussion of building verses buying. LIS 637: discussion of building verses buying. LIS 644: readings, discussion, and collection development manual. LIS 668: discussion. LIS 676: practicum experience.
6.2 Apply basic principles of instructional design in producing resources for specified learning objectives.	I, VIII	VIII.11, VIII.12	X. 1, 4, 5	LIS 636: creation of Microsoft PowerPoint presentations, lecture, and project. LIS 637: design of a multi-media information resource based on instruction design principles. LIS 647: presentations.
6.3 Apply evaluative criteria for locally produced media for inclusion in the internal holdings.	II, VIII	VIII.6, VIII.7	X. 12, 13	LIS 637: will learn to evaluate media produced locally. LIS 644: readings and collection development manual.
7.0 Organization. The ability to implement policies and procedures for effective and efficient acquisition, cataloging, processing, circulating, and maintaining equipment and resources to ensure access is shown by candidates who can:				
7.1 Coordinate the acquisition process for resources, equipment, and supplies.	II, VIII	VIII.7, VIII.8	X. 6	LIS 636: lecture on purchasing computer hardware and software. LIS 637: lecture on purchasing computer hardware and software. LIS 644: readings and collection development manual. LIS 668: lecture on purchasing computer hardware and software. LIS 676: practicum experience.
7.2 Implement recognized standardized procedures for classifying, cataloging, and processing resources which will facilitate computerization (MARC format) and resource sharing.	II, VII, VIII	VIII. 6, VIII.7	X. 1, 2, 3	LIS 514: lecture and discussion. LIS 602: lectures #11 and #12. LIS 644: readings, case study, and collection development manual. LIS 655: readings, lecture, exercises, and examinations. LIS 656: readings, lecture, exercises, and examinations. LIS 668: discussion of MARC format and database design.
7.3 Organize and maintain current bibliographic records.	II, VIII	VIII.6, VIII.7		LIS 602: exercises #2 and #3. LIS 636: elementary database design. LIS 655: readings, lecture, exercises, and examinations. LIS 656: readings, lecture, exercises, and examinations. LIS 668: database design and implementation.
7.4 Select appropriate systems for circulation and access including automated systems.	II, VIII	VIII.6, VIII.7, VIII.8, VIII.11	X. 12, 13	LIS 601: lecture and discussion. LIS 636: lecture, projects, and database systems. LIS 644: discussion and lecture. LIS 668: database systems. LIS 676: practicum experience.
7.5 Implement and evaluate circulation policies and procedures based on the needs of users.	II, V, VIII	VIII.2, VIII.3, VIII.6, VIII.7, VIII.11		LIS 601: lecture and discussion. LIS 644: readings, discussions, and collection development manual.

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7.6 Implement procedures for ongoing inventory and maintenance of resources and equipment.	II, VIII	VIII.7, VIII.8, VIII.8	X. 1, 3, 6	LIS 636: database and spreadsheet software, lecture, and projects. LIS 644: readings, discussions, and collection development manual.
8.0 Administration. The ability to develop, implement, and evaluate school library media programs to meet educational goals, including the management of personnel, resources, and facilities is shown by candidates who can:				
8.1 Work with faculty, administrators, and other library media professionals to establish library media program goals, which are an integral part of the educational program in the school and district.	II, VI, VIII	VIII.1, VIII.6, VIII.12	X. 6, 7	LIS 510: readings and discussion. LIS 513: focus on literature programs, readings, and discussion. LIS 514: lectures and readings. LIS 603: readings and exercises in goal and objective writing. LIS 644: readings, discussions, and collection development manual.
8.2 Develop annual and long-range plans with faculty, administrators, and other library media professionals to meet the goals of a comprehensive school library media program and disseminate those plans to appropriate individuals and groups.	II, V, VI, VIII	VIII.1, VIII.4, VIII.8, VIII.12	X. 6, 7	LIS 603: readings and exercises in planning. LIS 644: readings, discussions, and collection development manual.
8.3 Apply effective management principles to the administration of the school library media program.	VIII	VIII.1, 4, 6, VIII.7, 8, 9, VIII 10, 11		LIS 603: readings, exercises, and discussion on theories and principles of management. LIS 644: readings, lecture, case study, and collection development manual.
8.4 Design, establish, and communicate policies and procedures for the implementation of an effective school library media program that is central to the educational mission of the school.	VIII	VIII.1, 2, 4, VIII.6, 7, 8, VIII.11, 12		LIS 601: lecture and discussion. LIS 603: readings and exercises in writing policies. LIS 644: readings, lecture, case study, and collection development manual.
8.5 Prepare, justify, and administer the school library media program budget based on instructional program needs.	VIII	VIII.1, 6, 8, 11, 12		LIS 603: readings and exercises in budget construction. LIS 636: instruction in Microsoft Excel. LIS 644: readings, lecture, and case study.

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8.6 Participate in planning, arranging, and using school library media program facilities to support the instructional program.	VIII	VIII.1, 2, 3, VIII.6, 7, 8, VIII.9, 11, 12	X. 6	LIS 636: lecture, hardware/LAN issues. LIS 644: readings and collection development manual. LIS 647: lecture and presentations. LIS 676: practicum experience.
8.7 Assign, instruct, supervise, and evaluate support staff, volunteers, and student assistants.	VIII	VIII.9	X. 6	LIS 514: lecture and discussion. LIS 601: lecture and discussion. LIS 603: readings and exercises on performance appraisal. LIS 644: readings, case study, and collection development manual.
8.8 Advocate, initiate, and implement formal and informal agreements providing for increased availability and accessibility of information through resource sharing.	II, VIII	VIII.2, 3, 5, VIII.6	X.3, 7	LIS 601: lecture and discussion. LIS 644: readings, discussions, and collection development manual.
8.9 Evaluate in collaboration with faculty, administrators, and other library media professionals the instructional effects of the library media program.	II, V, VI, VIII	VIII.4, 6, 12		LIS 601: lecture and discussion. LIS 603: readings and exercises in assessment of products and services. LIS 644: readings, discussions, case study, and collection development manual.
8.10 Apply appropriate research findings to improve teaching and learning throughout the school and specifically within the school library media program.	II, V, VIII	VIII.1, 4	X. 6, 13	LIS 601: lecture and discussion. LIS 644: readings and lecture.
8.11 Conduct action research to assist in the development and implementation of an exemplary school library program.	II, V, VIII	VIII.4	X. 6, 13	LIS 644: lecture and discussion. EDC 712: discussion of research paradigms and optional student project.
8.12 Monitor, assess, and employ existing and emerging technologies for management applications.	VIII	VIII.1, 4, 5, 6, VIII.11	X. 1, 4, 5, 11	LIS 603: readings and exercises in using technology to construct budgets, effective communication, and monitoring. LIS 636: teaches computer management techniques. LIS 637: teaches computer management techniques. LIS 644: readings and lecture. LIS 647: lecture and presentations. LIS 668: teaches computer management techniques. LIS 676: practicum experience.
8.13 Facilitate the efforts of the school library media advisory committee that includes administrators, teachers, students, parents, and other representatives of the community.	VI, VIII	VIII.1, 6		LIS 644: readings, class discussion, and case study.

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8.14 Participate in school-wide instructional leadership efforts.	VII, VIII	VIII.1, VIII.12,		LIS 644: lecture, readings, and guest speaker.
9.0 Instructional Leadership. The ability to serve as a learning facilitator within schools and as a leader of faculty, administration, and students in the development of effective strategies for teaching and learning is shown by candidates who can:				
9.1 Participate, as an educational leader, an equal partner, and as a change agent in the curriculum development process at both the building and district levels.	VI, VIII	VIII.1, 4, 12		LIS 603: paper on leadership and empowerment. LIS 644: readings, discussions, and case study. LIS 647: readings and presentations. EDC 712: discussion (whole class and small group) and essay.
9.2 Work with other faculty to identify appropriate instructional strategies and creative uses of resources.	I, VI, VIII	VIII.12	X. 6, 7, 8, 9, 12	LIS 514: lecture. LIS 644: readings and discussion. LIS 647: readings, class discussion, and presentations. EDC 712: readings and class discussion.
9.3 Collaboratively plan with other faculty to provide activities and opportunities for elementary and secondary students to assume responsibilities for planning, undertaking, and assuming independent learning.	I, VI, VIII	VIII.2, 12	X. 6, 7, 8, 9, 12	LIS 644: readings and discussion. LIS 647: lecture and presentations. LIS 676: practicum experience.
9.4 Anticipate the need for specific information and resources in response to information needs identified in the curriculum development process.	I, II, III, IV, VI, VIII	VIII.2, VIII.12	X. 8, 11, 12, 13	LIS 514: discussion. LIS 644: discussion and readings. LIS 647: discussion and presentations. EDC 712: readings and class discussion.
9.5 Share with other faculty the role of motivator, coach, and guide for elementary and secondary students in the development of reading, listening, and viewing competencies, including critical thinking skills for lifelong learning.	I, III, IV, V, VI, VIII	VIII.2, 3, 12	X. 7, 11	LIS 510: readings, booktalks, storytelling, discussion, and videos. LIS 601: lecture and discussion. LIS 647: discussion and presentations. EDC 712: readings and discussion.

Learned Society: American Association of School Librarians (AASL) Competency Matrix	New Teacher Standards	Content Standard VIII: School Media Librarian	Technology Standard X	Courses/ Experiences
9.6 Motivate and guide elementary and secondary students in appreciating literature.	I, III, VIII	VIII.2, VIII.3		LIS 510: readings, oral presentations, and booktalks. LIS 514: lecture and readings.
9.7 Participate as an equal partner with faculty in designing, evaluating, and modifying teaching and learning activities, and in evaluating student mastery of these activities.	I, III, V, VI, VIII	VIII.4, VIII.12		LIS 601: lecture and discussion. LIS 644: readings, discussions, and case study. LIS 647: readings and discussion. EDC 712: readings and discussion.
9.8 Assist elementary and secondary students and faculty in developing independence in retrieving, analyzing, interpreting, organizing, and communicating information and ideas.	I, II, III, V, VI, VIII	VIII.2, 3, 4, VIII.5, 6, 11, VIII.12	X. 6, 7, 8, 9,11	LIS 601: lecture and discussion. LIS 644: readings, discussion, use of internet, and case study. LIS 647: readings and presentation. EDC 712: readings and class discussion.
9.9 Promote the design of production activities, including adapting resources for new purposes, to assist in the development of skills for analyzing, evaluating, synthesizing, and communicating information.	I, II, III, IV, V, VI, VIII	VIII.2, VIII.11	X. 5, 6, 7, 8, 9, 11, 12, 14	LIS 636: web page authoring project (HTML). LIS 637: design of information sources and databases. LIS 647: discussion, readings, and presentations. LIS 668: design of information sources and databases.
9.10 Monitor, assess, and employ existing and emerging technologies for possible applications to the instructional program.	II, V, VIII	VIII.1, VIII.4, VIII.11	X. 2, 7, 12	LIS 601: lecture, discussion, and simulated exercises. LIS 636: learn about existing and emerging technologies. LIS 637: learn about existing and emerging technologies. LIS 647: discussion, readings, and presentations. LIS 668: learn about existing and emerging technologies.
9.11 Plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching and professional growth.	I, III, IV, V, VI, VII, VIII	VIII.2, VIII.4, VIII.11, 12	X.11	LIS 644: readings, lectures, and discussion.
9.12 Cooperatively plan with other faculty to ensure that information skills are taught and practiced as curriculum integrated learning experiences.	I, III, IV, V, VI, VIII	VIII.2, VIII.12		LIS 514: lecture and discussion. LIS 601: lecture and discussion. LIS 644: readings and discussion. LIS 647: discussion, readings, and presentations. LIS 676: practicum experience. LIS 690: lecture, discussion, and presentations.
10.0 The ability to develop a school library media program dedicated to providing access to information and ideas needed in a globally concerned, diverse and multicultural democratic society.				

Learned Society: American Association of School Librarians (AASL) Competency Matrix	New Teacher Standards	Content Standard VIII: School Media Librarian	Technology Standard X	Courses/ Experiences
10.1 Develop and monitor selection policies and review procedures that ensure unrestricted access to information and ideas needed in a democratic society.	II, V, VIII	VIII.5, VIII.7	X. 10, 12, 13	LIS 513: readings, lecture, and discussion. LIS 514: readings, lecture, and discussion. LIS 600: readings and lectures. LIS 644: readings, discussion, and collection development manual. LIS 659: readings, lecture, and guest speakers.
10.2 Provide for a reevaluation process for addressing expressed concerns about school library media resources.	II, V, VIII	VIII.4, 6, 12		LIS 514: readings, discussion, and lecture. LIS 644: readings, case study, and collection development manual.
10.3 Enhance accessibility to all types of resources and equipment by identifying, evaluating, establishing, and using delivery systems to retrieve information in all formats and for all ability levels.	II, III, VIII	VIII.2, 4, 5, VIII.6, 7, 11	X. 1, 4, 8, 9	LIS 514: reading, lecture, and projects. LIS 601: lecture, discussion, and simulated exercises. LIS 602: lectures #12, #13, and #14. LIS 622: exercises and readings. LIS 630: access and retrieval of electronic resources. LIS 636: database design. LIS 668: database design.
10.4 Comply with the copyright law and guidelines, advocate compliance, and share interpretations with the school's publics.	II, VIII	VIII.1, VIII.7	X. 10, 16	LIS 514: lecture. LIS 601: lecture, readings, and discussion. LIS 636: lecture. LIS 637: lecture. LIS 644: discussion, case study, and video. LIS 676: practicum experience.
10.5 Communicate concepts presented in basic access documents.	II, VIII	VIII.5		LIS 602: lecture #8. LIS 636: paper. LIS 637: paper. LIS 644: readings and AASL position documents. LIS 647: AASL position documents. LIS 668: paper.
10.6 Identify, select, and use appropriate external information access points.	II, VIII	VIII.2, VIII.6	X. 12, 13	LIS 602: lectures #5, #6, #7, and #8 and exercises 2 and 3. LIS 601: lecture and discussion. LIS 630: identify, select, and use online databases. LIS 644: readings, discussion, and case study.
10.7 Protect confidentiality and ensure information security as well as the rights of users.	II, VIII	VIII.2, VIII.5	X 10, 16	LIS 600: lectures, readings, and discussion. LIS 601: lecture and discussion. LIS 636: discussion. LIS 644: readings, ALA/AASL position document, and collection development manual. LIS 668: discussion.
10.8 Provide for equity of access to information and ideas.	II, III, VIII	VIII.2, 4, 5, VIII.6	X. 10, 11, 16	LIS 514: lecture. LIS 600: lectures, readings, and discussion. LIS 601: lecture and discussion. LIS 636: discussion. LIS 637: discussion. LIS 644: readings, discussion, and AASL position documents. LIS 668: discussion.

III. Technology

Technology is stressed in all school media programs. Virtually all classes taught in the School of Library and Information Science have technology components; thus the school media students receive much training and background knowledge in technology. All students in the school media programs are required to take nine semester hours in the courses which are designated as the hands-on technology courses. In these courses students are taught how to use and evaluate the emerging technologies; how to integrate technology into the curriculum; and how to provide inservice technology training to students, teachers and other school media specialists.

IV. Legislative Initiatives

The following legislative initiatives are included in school media librarianship preparation. They are included in the LIS 644 School Media Administration syllabus and are also discussed in LIS 647 Current Trends in School Media Centers as the legislation applies to school curriculum.

State Agency Children HB 447

Exceptional Children HB 519

Environmental Education KRS 157-915

Literacy Programs SB 186

Safety Education HB 330

Act Relating to School Technology (Filtering of Internet) KRS 156

All faculty members keep abreast of legislative initiatives as they relate to libraries. These initiatives are discussed in classes, and students are made aware of how the initiatives affect service to library patrons.

V. KERA Initiatives

Learner Goals and Academic Expectations, Program of Studies, and Core Content for Assessment/Commonwealth Accountability Testing System are discussed in LIS 644 School Media Administration and LIS 647 Current Trends in School Media Centers. Instructors in both courses emphasize collaboration of the school library media specialist with teachers especially in the core content areas. The candidates are strongly encouraged to serve on the school curriculum committee and to provide print and electronic resources which support the curriculum. The school media practicum, LIS 676, also provides opportunities for collaboration in the core content areas and opportunity to work with P-12 students in activities within the KERA environment.

VI. NCATE Themes

- A. Diversity - The school media librarian candidate studies issues related to diversity in the school and specifically in the library media center in courses examining access to information.
- B. Intellectual Vitality - Library media specialist candidates are active learners. The students are required to develop and defend a personal philosophy of an engaged library media professional. Completion of the professional portfolio requires students to identify and justify components of their graduate work which are integral to their continued professional growth.
- C. Professional Community Evaluation - Students have opportunities to interact with library and school professionals at state and local conferences as well as university-sponsored events. Students are also encouraged to participate in several state and national professional organizations.

VII. Assessment: Certification Plan for School Media Librarian P-12 New Teacher

Candidates for the certification will be formally assessed a minimum of three times: (1) entry into the certification program, (2) midpoint in the certification program (upon completion of at least fifteen semester hours), and (3) exit from the certification program and completion of the practicum. Content related progress is evidenced by candidates' course grades and application of content knowledge during field experiences. Personal skills are assessed through formal interviews, interactions with faculty, peers, and practicum supervisory personnel. Formal assessments include evaluations completed by the field-based practicum supervisors and the university practicum coordinator. Candidates are also expected to maintain a portfolio that will evidence growth over time as individuals move through initiation into the profession as a pre-service practitioner to induction into the profession as an in-service practitioner.

Portfolio documents should reflect key knowledge and skills acquired throughout the program. These documents come from a variety of sources and may include entries collected during course work as well as professional development opportunities. Portfolios are finalized during the practicum and reviewed at the conclusion of the candidates' practicum experience. The portfolios are evaluated during the midpoint and final assessments, and must include required entries that document Kentucky's New Teacher Standards.

The entries in the certification eligibility portfolio for School Media Librarian P-12 closely follow those described in the September 1995, draft document: *Kentucky Preservice Teacher Portfolio Assessment Guidelines*. Entries incorporate elements of the New Teacher Standards and the Content Standard for School Media Librarians. Two entries must demonstrate oral and written communication skills. The following guidelines will be followed by candidates in the preparation and compilation of entries for certification eligibility portfolios.

Required eligibility portfolio contents include:

1. A demographic page that includes the following student information:
 - Name
 - Social Security Number
 - Permanent Address
 - College/University
 - Content Area Specialty (School Media Librarian) and Grade Level for Certification (P-12)
2. Table of Contents--a page that includes a summary of the entries. Each entry should be identified by entry number and by type (lesson plans, assessment instrument, selection policy, acceptable use policy, etc.). Each entry should indicate which of the nine standards and which of the subsections of the content standard are addressed. Each entry should also have an accompanying tab in the portfolio. (See the following example.)

*Entry 2: Acceptable Use Policy for Internet Use in the School Library Media Center;
New Teacher Standards I, II; Content Standards VIII.2, VIII.11.*

3. A statement of the candidate's personal philosophy of professional practice as a school media librarian.
4. A matrix that indicates which New Teacher Standards and which Content Standards are addressed in the portfolio entries.
5. Entries or artifacts that provide evidence that the candidate has competency in all the New Teacher Standards and all subsections of the Content Standards. An entry or artifact can apply to more than one Standard as long as there is a rationale for the application. Each artifact should include the context for which the entry was created and indicate at what point in the candidate's preparation program it was developed. The certification eligibility portfolio for School Media Librarian P-12 New Teacher should contain no more than eight entries.
6. Rationale should be included for each entry or artifact. A rationale is a typewritten, grammatically correct explanation of how each entry addresses the New Teacher Standards or Content Standards. The rationale discusses how the candidate reasoned through the process of selecting a task or strategy to meet student's context and environment. The rationale includes a discussion of why a particular entry or artifact was selected.
7. Evidence of the student's continuing professional development, beyond the required course work, must be included in the plan.
8. Signed statement affirming content is candidate's own work.
9. Signed release form allowing the higher educational institution permission to release the portfolio for review by credentialing/accrediting agencies.

Videotapes and multimedia presentations can be included in the portfolio. The use of these kinds of artifacts is encouraged. If these formats are included as entries, a commentary must accompany the entry to explain the purpose of the presentation. If there are students included in the videotape, written parental permission must be secured from the parents or guardians of the students. Children who do not have parental consent to be videotaped should be placed behind the camera and out of the taping scene. When videotaping a class presentation, the taping must be continuous for the entire portion that is to be viewed. Videotapes may not be edited (*Kentucky Preservice Teacher Portfolio Assessment Guidelines*, p. 5). Multimedia presentations should include a hard copy of the presentation, if possible, as well as a diskette containing the multimedia presentation.

The following matrix summarizes the plan for ongoing assessment at entrance, midpoint and exit points in the candidate’s program. Results of the assessments and surveys are incorporated into ongoing assessment of the certification curriculum and its subsequent revision.

**Ongoing Assessment Matrix: School Media Librarian P-12 Certification
New Teacher**

Entrance Requirements	Midpoint Requirements	Exit Requirements	Certification Plan Evaluation
Undergraduate GPA of 2.75/4.0; graduate GPA of 3.0/4.0, if applicable. Admission to the M.S.L.S. degree program. Includes GPA of 2.75/4.0; GRE of 450 or higher on verbal and score of 400 or higher on quantitative or analytical.	Completion of a minimum of 15 semester hours with minimum GPA of 3.0/4.0.	Completion of a minimum of 36 semester hours with a GPA of 3.0/4.0.	Compilation of students GPAs.
Admission folio: Completion of admission folio as delineated in applications to the graduate school and the School of Library and Information Science. Evidence of being granted a Teacher Internship Statement of Eligibility or equivalent. Candidates for the certification at the new teacher level will not have completed the internship year or more than two years of teaching experience in another state.	Certification Portfolio: Completion of at least three portfolio tasks that address at least three New Teacher Standards and at least four subsections of Content Standard VIII for School Media Librarian.	Certification Portfolio: Completion of portfolio (no more than eight entries) that demonstrate competency in all New Teacher Standards and all subsections of Content Standard VIII for School Media Librarians.	Certification Portfolio: Results of Certification Portfolio scores.
		Praxis II: Library Media Specialty Examination. Passing score 590 or above.	Student scores from Praxis II: Library Media Specialty Examination.
		Completion of On-Demand Tasks for School Media Librarians.	Student scores from On-Demand Tasks for School Media Librarians.
Interview with Certification Plan faculty.	Interview with Certification Plan faculty.	Interview with Certification Plan faculty.	Survey of first year school media librarians.
			Survey of employers of first year school media librarians.

Continuous Assessment Plan For All School Media Programs

Conceptual Framework

Introduction

In their work, school librarians must have command of two bodies of content knowledge and expertise: that of teacher and that of librarian. Since school media librarians carry out their work in elementary, middle and secondary schools, they must be, first and foremost, excellent teachers. For this reason the faculty for the certification plan in school media librarianship, situated within the School of Library and Information Science, adopts the overarching conceptual framework of “Professional Educator as Reflective Decision Maker” that guides the work of the College of Education. In concert with the School of Education, the School of Library and Information Science is committed to preparing professional educators who successfully fill the unique role of teacher-librarian in the school setting.

College of Education

The College of Education at the University of Kentucky has adopted the model of “Professional Educator as Reflective Decision-Maker” as the conceptual framework for its professional education programs. The characteristics of reflective decision-making included in professional education programs are derived from concepts of reflective practice as espoused by historical and contemporary leaders in education. As such, reflective thinking is based on the individual’s open-mindedness, that is, the ability to actively challenge personal beliefs by continually seeking new information. This open-mindedness goes hand-in-hand with whole-heartedness and intellectual responsibility. Whole-heartedness is an absorbing enthusiasm for and dedication to one’s work. Intellectual responsibility includes caring enough about the consequences of one’s professional duties and actions to seek necessary information on which to base intelligent decisions.

Reflective decision-making guides proactive practice as differentiated from reactive practice. Reflective decision-making in professional education programs at the University of Kentucky includes knowledge of and attention to Kentucky’s New Teacher Standards, Experienced Teacher Standards, and Administrator Standards; contemplation of possible long-term consequences of professional actions; evaluation of the appropriateness of these actions and the effects of these actions on student performance; and maintenance of an informed perspective concerning all aspects of teaching and instruction.

School of Library and Information Science

The program for the preparation of information professionals in the School of Library and Information Science extends and enhances the quality of information service in a culturally diverse, technological and global society. Successful information professionals must be able to analyze complex issues and problems and make informed, thoughtful decisions in a variety of settings, including school media libraries, academic, public and special libraries, information centers, and the information industry.

Characteristics of thoughtful decision-making include: an understanding of the ways the process and results of research inform decision-making and their essential contribution to an evolving body of knowledge and professional practice; a professional commitment to the principles of intellectual freedom and an understanding of the ethical dimensions of information services in a variety of settings; assessment and evaluation of changing technologies and

information environments which affect existing and possible systems for delivery of information to clients; and application of basic management concepts and methods in effective problem-solving.

The conceptual frameworks of the College of Education and the School of Library and Information Science share elements of "Professional Educator as Reflective Decision Maker." Both frameworks emphasize the need for successful professionals in their respective disciplines to continually seek new information; to reflect upon, analyze and understand problems and issues and to make incisive, thoughtful decisions based upon the information gathered.

Certification Programs for School Media Librarians P-12

Each day, school media librarians must seek to broaden and deepen their knowledge base in order to make informed thoughtful decisions that will support the instructional goals of the schools in which they carry out their work. They encounter opportunities to act as instructional partners with colleagues; assist in the design of student-centered curriculum; and engage in assessment, evaluation, problem-solving and planning with regard to the library media program and the needs of the school community, exercising reflective decision-making practices. It is also within the context of their work that school library media librarians encourage and support students, teachers, administrators, and staff in their development as information literate individuals and as self-directed, life-long learners.

The explosion of information available to students and teachers alike through increasingly rapid communication systems is at the heart of a transformation taking place in schools and school library programs. Libraries have become information centers that are no longer limited by walls. It is imperative that students and teachers become knowledgeable consumers of information, able to find the information they need in the most efficient and effective way possible using the most appropriate print or electronic resource and, having found the information, critically evaluate it for accuracy and potential use. Over time, these abilities have come to be known collectively as *information literacy*.

To achieve information literacy, students and teachers must be provided with frequent opportunities to actively utilize information sources in authentic situations. As information specialist, it is the responsibility of the school media librarian to provide access to these resources to the school community. The school library media librarian supports the development of student and adult information literacy by: (1) providing access to the library media center; (2) providing adequate electronic and print resources; (3) providing assistance in locating information; (4) guiding users in the selection of appropriate resources; (5) developing flexible policies for the use of resources; (6) providing retrieval systems; and (7) providing appropriate instruction regarding the use and evaluation of information sources and systems (*Information Power*, 1988).

The certification plan for the preparation of school media librarians adopts the central theme, "Teacher-Librarian as Information Specialist," which incorporates reflective decision-making practices and extends the use of these practices to the work of the school media librarian. The work of the Information Specialist in the school setting requires knowledge of and attention to Kentucky's New Teacher Standards, the Content Standard for School Media Librarians, in particular; the NCATE Approved Curriculum Guidelines for the School Library Media Specialist Basic Program described by the American Association of School Librarians (AASL Competency Matrix); and thoughtful consideration of the document, *Information Power*, published jointly by the American Association of School Librarians and the Association for Educational Communications and Technology, 1988, which emphasizes the roles of the school library media specialist as teacher, information specialist and instructional consultant.

Assessment

The School of Library and Information Science plans to employ continuous assessment of its teacher education students and the program itself. The School has adopted plans for continuous assessment, using the guidelines prepared by the Ad Hoc Task Group on Continuous Assessment in November 1997. The following definition provided by that task group served as a directing force for the continuous assessment plan in the School of Library and Information Science:

Continuous assessment is an institution's internal quality control mechanism to ensure that teacher preparation programs consistently address and integrate the appropriate performance standards and the EPSB's policies. A continuous assessment plan honors each institution's human, financial, and physical resources and reflects the institution's singular mission statement and student population. Each institution's plan is the product of intense reflective analysis by faculty, administrators and staff, and supports the institution's claim of a quality teacher preparation program. In that each teacher preparation program is unique, so too is each assessment plan. Continuous assessment goes beyond individual student assessments, which are necessary but insufficient components of the assessment loop. Student assessments are part of the total assessment plan that continually operates to improve the quality of the institution's programs and its program graduates...

Students will be assessed a minimum of three times during the program. These assessments will follow all the specifications outlined in the "Admission, Retention and Exit from Teacher Education Programs" which are found on pages 110-111 in the *University of Kentucky Bulletin 1997-1998*. The three assessments will include (a) an admission assessment which will occur when the student enters the program, (b) a midpoint assessment which will occur after the completion of 15-18 semester hours, and (c) an exit assessment which will occur during and at the completion of the practicum.

Assessments include, but are not limited to, (a) skill assessments (as evidenced upon entry into and throughout the program), (b) content related assessments (as evidenced by course grades, fieldwork, portfolio entries, and on-demand tasks), (c) portfolio documents (which reflect the knowledge and skills obtained throughout the program), (d) on-demand tasks and the Praxis Library Specialty Exam required by the Kentucky Department of Education, and (e) program competency evaluations that are completed by the field-based cooperating teacher and the university coordinator, interviews held with the students and self-assessment surveys completed by the students at the end of the program and during follow-up surveys.

Continuous Assessment Plan

The faculty of the School of Library and Information Science and the program faculty for the school media library program have put much time, reflection, and thoughtful decision-making into the preparation of the school media library P-12 program folios and the continuing assessment plan for school media librarians. They are aware that this will be an ongoing process, and thus, they have planned continuous evaluation of the program and its students. This reflective decision making will be carried throughout the evaluation of our program.

Research has consistently demonstrated that the services and programs of the school library media center are critical to quality education and to student learning. Thus, the faculty of the School of Library and Information Science at the University of Kentucky will strive to prepare students who can provide the proactive leadership needed to establish effective, high quality school library media programs that encourage lifelong learning.

The continuous assessment plan for the School of Library and Information Science at the University of Kentucky is presented in the following matrix.

**University of Kentucky
School of Library and Information Science
Continuous Assessment Plan**

Entry Assessment

Data	Plan of Action
Valid teacher certificate or a Teacher Internship Statement of Eligibility or its equivalent.	Students having a valid teaching certificate or a Teacher Internship Statement of Eligibility or its equivalent will be considered to have the necessary educational preparation to enter the program. Any student not having a valid certificate or a Teacher Internship Statement of Eligibility or its equivalent will be referred to the Teacher Certification Office at the University of Kentucky.
Undergraduate and Graduate GPA's GRE scores. Three personal recommendations. An interview.	<p>The School's Admission Committee will assess the entry data. All of these items will be considered jointly by the School's admission committee. Students with: (1) undergraduate GPA's of 2.75 and graduate GPA's of 3.0, (2) GRE scores of 450 or higher on the verbal portion of the exam and a score of 400 or higher on either the quantitative or analytical portions of the exam, and (3) positive personal recommendations from qualified professionals will be considered as having the academic and personal skills needed to enter the program. Not meeting one of these requirements will not automatically prevent a student from entry into the program. If a student has low GRE scores, she/he will be encouraged by the director of admissions to retake the exam. Students not admitted to the program will be given the phone numbers of other Kentucky schools who have school library media certification programs.</p> <p>Upon entry into the program all students will have an interview with their faculty advisor who is chair of the program faculty for the school library media program.</p>

Midpoint Assessment

Data	Plan of Action
<p>Completion of 15-18 semester hours.</p> <p>Cumulative GPA's.</p>	<p>The faculty advisor to set up an appointment for a midpoint interview will contact students who have completed 15-18 semester hours. Students who have successfully completed 15-18 hours of coursework with at least a 3.0 will be considered as ready to proceed in the program. Any student who does not have a GPA of at least 3.0 will meet with the faculty advisor and together they will discuss how to address the problem. Assistance will be provided to the student by the School faculty.</p> <p>The School will contact any student who experiences academic difficulty (as outlined in the Graduate School Bulletin) before the completion of 18 semester hours. The student will meet with the faculty to make a plan to remedy the difficulty.</p>
<p>Submission of a personal philosophy statement for professional practice as a school media librarian.</p>	<p>Students will discuss personal philosophy statements in LIS 644 Administration of School Media Centers. The faculty advisor will read the philosophy statements and offer assistance to any student experiencing difficulty with this assignment. Students will be encouraged to continue to think about their personal philosophies and will be told that they may alter or add to them before submitting their final portfolios.</p>
<p>Submission of a prescribed number of portfolio tasks meeting a prescribed number of teacher standards (the number depends upon the specific program that is being followed).</p>	<p>Students will examine a sample portfolio in LIS 644. A handout outlining directions for the portfolio will be given to all students. The faculty advisor will discuss the submission of the midpoint portfolio tasks with each student. Students will be given suggestions on how to improve their portfolios for the final submission at the end of their program.</p>
<p>An interview.</p>	<p>Each student will meet individually with the academic advisor. If any of the above requirements are not adequately met, the student and faculty advisor will develop a plan to remedy the problem.</p> <p>Any student demonstrating particular strengths or distinguished work in the midpoint assessments will be commended.</p>

Exit Assessment

Data	Plan of Action
<p>Completion of a prescribed number of semester hours, depending on the program of study that is being followed.</p>	<p>Students having a GPA of 3.0 after completing the prescribed number of semester hours will be assessed by the School faculty as having obtained the necessary skills to be considered as a candidate for school media librarian P-12 certification. If the student does not have a GPA of 3.0 after completing the prescribed number of courses, the student will be encouraged to take other courses to bring up the GPA. The faculty advisor will meet with the student to determine which course(s) should be taken and to set up a plan to assist the student to successfully complete this exit requirement.</p>
<p>Praxis II Library Specialty Exam, if the student is seeking initial school media librarianship certification.</p>	<p>Students passing the Praxis II Library Specialty Exam will have successfully completed one of the requirements of the Kentucky Department of Education to be eligible to apply for school media librarian P-12 certification. If the student does not pass the Praxis II Library Specialty Exam, the student will be encouraged to retake the exam. The faculty advisor will meet with the student to try to ascertain the student's area(s) of weakness in relation to the content of the exam. Faculty members will provide assistance as needed.</p>
<p>On-Demand Performance Assessment Tasks, if the student is seeking initial school media librarianship certification.</p>	<p>Several On-Demand Tasks will be imbedded into the coursework of the students and copies of the On-Demand Tasks will be put on reserve for the students. A review session will be set up before the exam is administered. Students who successfully complete the On-Demand Tasks will have completed one of the requirements of the Kentucky Department of Education to be eligible to apply for school media library P-12 certification. If the student does not successfully complete the On-Demand Performance Assessment Tasks, the student will meet with the advisor to cooperatively make a plan to help the student prepare to retake the exam. The program faculty will review the scores received by the students and make recommendations for possible changes in the program as indicated by areas of weakness exhibited in the On-Demand tasks. These recommendations will be submitted to the executive committee, who will present them at a faculty meeting.</p>

Data	Plan of Action
Student portfolios.	Portfolios are completed at the end of the student’s program of study. The faculty advisor assesses them. If a student receives an overall rating of “Proficient” or “Accomplished” the student will be considered as having successfully evidenced the Kentucky teacher standards in his/her work. If a student does not receive a rating of “Proficient” or “Accomplished,” the portfolio reviewer will put in writing the areas that need to be improved. The student will meet with the faculty advisor and set up a plan to improve the portfolio and resubmit it for review. The faculty advisor will keep a record of the ratings received by the students, as well as the strengths and weaknesses displayed in the portfolios. These records will be submitted to the school’s executive committee who, in turn, will present them at a faculty meeting each semester. Any need for changes in the program to improve the portfolios will be discussed.
Oral responses from school library media students.	Each student who is seeking initial school media librarianship P-12 certification will meet one-on-one with her/his faculty advisor at the end of the practicum to discuss any professional needs that were not met by the courses and experiences in the program. The faculty advisor will record the responses and give them to the faculty executive committee, who will then direct them to the appropriate faculty committee (curriculum, admissions, planning, and exam). These responses will be used to make needed changes in the program.

Continuous Assessment

Data	Plan of Action
Formal evaluations.	Students will formally evaluate all courses with the College of Communications and Information Studies Teaching Evaluations. Responses will be given to individual faculty members and to the School director. The director will meet with individual faculty to discuss needed changes.
Informal evaluations.	Individual faculty members will conduct informal evaluations in their classes and use the responses to improve their courses.

Follow-up Assessment

Data	Plan of Action
<p>Surveys to all graduating students.</p> <p>Surveys to all school library media students.</p> <p>Surveys to all employers of school library media students.</p>	<p>Surveys will be given to all graduating students in the School at the end of each semester.</p> <p>Surveys will be sent to all school library media students six months after graduation.</p> <p>Surveys will be sent to all employers of the school library media students after the previous survey is returned.</p> <p>Responses from all surveys will be given to the faculty executive committee, who will then direct them to the appropriate faculty committee (curriculum, planning, admissions, and exam). These committees will meet to consider the responses and determine needed changes or additions to the school media librarianship program.</p>
<p>Kentucky Teacher Internship Program.</p>	<p>The faculty will work with students who are completing the Kentucky Teacher Internship Program (KTIP) and will help the students successfully complete their internships.</p>

Summary

Information gathered from the data, which has been described in our continuous assessment plan, will serve as the basis to make program revisions. When weaknesses in the students or the program become apparent, the School faculty will address the problems through committees, and the committees, in turn, will offer suggestions for changes. The data used to assess the students will be formally gathered at three main points (entry, midpoint, and exit). The follow-up surveys from students and employers of school media library students will also be important sources of information that will be used by the School faculty and the program faculty to make revisions in the program. Data collection and analysis for course and program revision will be ongoing. Additionally, the School faculty will periodically evaluate the continuous assessment plan itself. New sources of data will be added to the plan if deemed beneficial to the program, while sources of data that do not contribute to the program or its possible revisions will be discarded.

VIII. Program Faculty

Name	Highest Degree	Area(s) of Specialization	Responsibilities in Program	Relationship to IHE
Jackie White	MSLS, Kentucky	School media librarianship	LIS 644 Administration of School Media Centers; LIS 647 Current Issues and Trends in School Media Centers; LIS 676 School Media Practicum	Full-time to IHE, School of Library and Information Science. Full-time to program.
Dennis Carrigan	MPA, Harvard MSLS, Kentucky	Collection development	LIS 645 Public Libraries; LIS 659 Collection Development; LIS 675 Professional Field Experience	Assistant Director of the School of Library and Information Science. Part-time to program.
Donald O Case	Ph.D., Stanford	Information in society; information storage and retrieval systems	LIS 602 Information Storage & Retrieval; LIS 608 Research Methods; LIS 695 Independent Study	Full-time to IHE, School of Library and Information Science. Part-time to program.
Lois M. Chan	Ph.D., Kentucky	Cataloging and classification systems	LIS 655 Organization of Knowledge I; LIS 630 Online Information Systems; LIS 656 Organization of Knowledge II	Full-time to IHE, School of Library and Information Science. Part-time to program.
Ling Hwey Jeng	Ph.D., Texas	Information storage and retrieval systems	LIS 602 Information Storage & Retrieval; LIS 630 Online Information Systems	Full-time to IHE, School of Library and Information Science. Part-time to program.
Linda S. Levsitk	Ph.D., Ohio State	Curriculum and instruction; Methods	EDC 712 The Elementary School	Full-time to IHE, College of Education. Part-time to program.
Joe Miller	MSLS, Kentucky	Information systems and technology	LIS 636 Microcomputers in Library & Information Centers; LIS 690 Internet Systems & Services (Special Topic Course)	Coordinator of Computing Services, School of Library and Information Science. Part-time to program.

Name	Highest Degree	Area(s) of Specialization	Responsibilities in Program	Relationship to IHE
Gerry Benoit	Ph.D., UCLA	Information systems technology	LIS 636 Microcomputers in Library & Information Centers; LIS 690 Computer System Management (Special Topic Course); LIS 637 Information Technology	Full-time to IHE, School of Library and Information Science. Part-time to program.
JoAnn V. Rogers	Ph.D., Pittsburgh	Young adult information sources and services: Information in society	LIS 514 Information Resources & Services for Young Adults; LIS 600 Information and Society	Full-time to IHE, School of Library and Information Science. Part-time to program.
Timothy Sineath	Ph.D., Illinois	Management; Academic libraries	LIS 603 Management in Library and Information Science; LIS 646 Academic Libraries; LIS 695 Independent Study	Director of the School of Library and Information Science. Part-time to the program.
Thomas J. Waldhart	Ph.D., Indiana	Information sources and services	LIS 601 Information Sources & Services	Full-time to IHE, School of Library and Information Science. Part-time to program.

**University of Kentucky
School of Library and Information Science
School Media Librarian P-12 Certification
New Teacher**

Student _____ SS# _____

Address _____ Phone (h) _____

_____ (w) _____

Present Certification(s) _____ E-Mail Address _____

The curriculum plan for School Media Librarian P-12 Certification for the New Teacher is designed to fulfill the requirements for certification as a school media librarian in Kentucky. Thirty-six (36) semester hours and the successful completion of the M.S.L.S. are required for certification. Courses must be completed with a minimum G.P.A. of 3.0 and adhere to all requirements of the M.S.L.S. degree (for further information refer to the School of Library and Information Science bulletin). In addition to the course work, candidates for school library media certification must successfully pass the Praxis II Library Media Specialty Examination and the On-Demand Performance Assessment Tasks. While completing the program candidates may, with the concurrence of the faculty adviser, apply for Rank II. Rank II status requires thirty-two (32) semester hours. These hours must be graduate hours that were not previously used to advance in rank status. The limit on transfer hours is six (6) semester **graduate** hours, except that the limit is nine (9) hours where transfer involves the School's courses taken in post-baccalaureate status. Requirements for transfer hours include: (1) the hours fulfill requirements of the program, (2) the grade for the hours is B or above, (3) the hours were obtained in an accredited institution of higher education, and (4) the hours were completed within eight years prior to the end of the semester in which the student graduates with the M.S.L.S. degree.

Professional Specialization (21 sem. hrs. required)

	Institution	Semester	Grade	Sem. Hrs.	Rank Appl.
LIS 600 Information in Society	_____	_____	_____	3	_____
LIS 601 Information Sources & Services	_____	_____	_____	3	_____
LIS 603 Management in Library and Information Science	_____	_____	_____	3	_____
LIS 644 Administration of School Media Centers	_____	_____	_____	3	_____
LIS 655 Organization of Knowledge I (<i>Prerequisite LIS 602</i>)	_____	_____	_____	3	_____
LIS 676 School Media Practicum	_____	_____	_____	3	_____

(Completion of a minimum of 24 credit hours including LIS 644; GPA 3.0; permission of instructor)

The practicum includes two weeks in an elementary school (1 sem. hr.), two weeks in a middle or high school (1 sem. hr.), and the completion of the portfolio (1 sem. hr.). School must be in session (students present) during the four weeks of the practicum.

LIS 647 Current Trends in School Media Centers OR	_____	_____	_____	3	_____
EDC 712 The Elementary School OR	_____	_____	_____	3	_____
EDC 714 The Secondary School	_____	_____	_____	3	_____

Literature Component (6 sem. hrs. required)

LIS 510 Children's Literature and Related Materials OR	_____	_____	_____	3	_____
LIS 611 Critical Analysis of Children's Literature	_____	_____	_____	3	_____

LIS 514 Literature & Rel. Mat. for Young Adults _____ 3 _____

Technology Component (9 sem hrs. required)

LIS 602 Information Storage & Retrieval	_____	_____	_____	3	_____
LIS 636 Microcomputers in Library & Information Centers	_____	_____	_____	3	_____
EDC or LIS technology elective 600 level	_____	_____	_____	3	_____

Total Semester Hours for Certification and M.S.L.S. _____ 36 _____

Student Signature _____ Date _____

Advisor Signature _____ Date _____

Entrance Requirements:

Admission Folio:

Components:

1. _____ Application to Graduate School and the School of Library and Information Science.
2. _____ Transcripts of prior coursework/degree(s).
3. _____ Bachelor’s degree from an accredited college or university.
4. _____ Undergraduate GPA (grade point average) of 2.75 (on a scale where A=4.0) or 3.0 of 4.0 for graduate coursework.
5. _____ GRE score of 450 or higher on verbal and a score of 400 or higher on quantitative or analytical.
 V _____ Q _____ A _____
6. _____ Evidence of Teacher Internship Statement of Eligibility or equivalent. Applicants will have not have completed the internship year or have more than 2 years of teaching experience in a state other than Kentucky.
7. _____ 3 personal recommendations.
8. _____ Interview with Certification Plan faculty.

All of the above are considered in admission to the program. If the School of Library and Information Science accepts a student into the master's program, the student will also be accepted into the school media librarianship program, provided the student has a valid Teacher Internship Statement Eligibility or the equivalent.

Midpoint Requirements:

1. _____ Completion of a minimum of eighteen semester hours of course work with minimum GPA of 3.0.
2. _____ Portfolio Components:
 1. _____ Personal philosophy statement for professional practice as a school media librarian.
 2. _____ Acceptable completion of at least two portfolio tasks.
3. _____ Interview with Certification Plan faculty.

Midpoint requirements will be addressed in LIS 644.

Exit Requirements:

1. _____ Completion of thirty-six (36) semester hours of course work with a minimum G.P.A. of 3.0.
2. _____ Passing score on Praxis II:

<i>Test:</i>	<i>Cut-Off Score</i>	<i>Candidate’s Score</i>	<i>Date (mm/dd/yy)</i>
Library Media Specialty Examination	590	_____	_____/_____/_____
3. _____ Successful completion of On-Demand Performance Assessment Tasks (EPSB)

<i>Score</i> _____	<i>Date</i> _____/_____/_____
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4. _____ Completion of Certification Portfolio:

Required Contents:

 1. _____ Demographic Sheet.
 2. _____ Table of Contents.
 3. _____ Personal philosophy statement for professional practice as a school media librarian.
 4. _____ Matrix indicating which New Teacher Standards are addressed in portfolio entries.
 5. _____ Entries or artifacts demonstrating competency in all New Teacher Standards and the Content Standard for School Media Librarian (maximum of eight, total). Includes two required portfolio tasks that demonstrate oral and written communication skills.
 6. _____ Rationale for how each New Teacher Standard/Content Standard is addressed.
 7. _____ Evidence of continuing professional development, other than courses included in the certification plan.
 8. _____ Signed statement affirming content is student's own work.
 9. _____ Signed release form allowing the University of Kentucky, School of Library and Information Science, permission to release portfolio for review by credentialing accrediting agencies.
5. _____ Interview with Certification Plan faculty.

Program Completed: *Date (mm/dd/yy)*

Rank II _____/_____/_____

M.S.L.S. _____/_____/_____

Appendix I

Content Standard School Media Librarians

Appendix I

Content Standard School Media Librarians

Content Standard: Administers the school library media program. The library media specialist administers the school library media program to provide access to information resources to the entire school community.

- VIII.1. Articulates goals and objectives for the total school library media program including priorities for improvement and growth, and promotes the school library media program throughout the community.
- VIII.2. Provides students with opportunities to develop life-long information literacy through effective use of resources available in the library media center as well as the global community.
- VIII.3. Provides guidance in the development of independent readers through a variety of reading materials, programs, and promotions.
- VIII.4. Develops and monitors the school library media facility to promote an atmosphere conducive to the optimum utilization of the facility and resources by students and teachers to meet curricular, information, and recreational needs.
- VIII.5. Promotes full access to resources in accordance with the Library Bill of Rights and other basic access documents.
- VIII.6. Applies accepted principles of evaluation and selection of resources to build and maintain a collection that includes both internal and external access points in order to support the educational goals of the school.
- VIII.7. Implements policies and procedures for efficient acquisition, organization, and use of materials. These include cataloging, processing, circulating, and maintaining resources to ensure full access consistent with copyright regulations.
- VIII.8. Develops and maintains a suitable budget for the school library media program.
- VIII.9. Directs and monitors school media clerical staff and/or student or parent volunteers.
- VIII.10. Schedules the school library media center for optimal use by the total school community.
- VIII.11. Incorporates/integrates current and emerging technologies into the library media program and the entire school curriculum.
- VIII.12. Acts as instructional consultant through collaborative planning with teachers and other staff members.