**New/Revised Program**

**LIBRARY MEDIA SPECIALIST**

(2019 Standards)

|  |
| --- |
| **INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:**  **(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)**  **Please check the area below that applies:**   * 1. New program to Educator Preparation Unit   2. Program previously determined not recognized   3. Program previously dropped or put on hiatus   4. Program previously determined recognized with conditions by a SPA with conditions other than data   5. Program resubmitting for initial approval due to revised standards   6. Program resubmitting due to significant changes within the program |

**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

* **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
* **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

|  |  |  |
| --- | --- | --- |
| **1.** | **University:** |  |
| **2.** | **Program Name:** |  |
| **3.** | **Program Compiler:** |  |
| **4.** | **Date of Submission:** |  |

# 5. Accredited Educator preparation Providers seeking to add a new program to current certification offerings must submit the following documentation:

Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. all programs should attach the following items:**

Program Plan of Study that provides:

* Coursework required of all candidates
* Clear information about the sequence in which candidates take courses
* Documentation that practicum/clinical experiences meet the requirements established by the respective learned society
* Description of Capstone assignment, assessment, rubric, and data to be measured

# 7. identify the courses (from the plan of study) and course descriptions that address the standards in the chart below:

| **Standard** | **Course(s)** | **Course Description(s)** |
| --- | --- | --- |
| ***Standard 1: The Learner and Learning.***  ***Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners' development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.*** | | |
| **1.1** Learner development |  |  |
| **1.2** Learner diversity |  |  |
| **1.3** Learner differences |  |  |
| **1.4** Learning environments |  |  |
| ***Standard 2: Planning for instruction.***  ***Candidates in school librarian preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.*** | | |
| **2.1** Planning for instruction |  |  |
| **2.2** Instructional strategies |  |  |
| **2.3** Integrating ethical use of information into instructional practice |  |  |
| **2.4** Assessment |  |  |
| ***Standard 3: Knowledge and Application of Content.***  ***Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.*** | | | Standard 3: Knowledge and Application of Content. Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers. |
| **3.1** Reading engagement |  |  |
| * 1. Information literacy |  |  |
| * 1. Technology-enabled learning |  |  |
| ***Standard 4: Organization and Access.***  ***Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services*** | | |
| **4.1** Access |  |  |
| **4.2**Information resources |  |  |
| **4.3** Evidence-based decision-making |  |  |
| ***Standard 5: Leadership, Advocacy, and Professional Responsibility.***  ***Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.*** | | |
| **5.1** Professional Learning |  |  |
| **5.2** Leadership and collaboration |  |  |
| **5.3** Advocacy |  |  |
| **5.4** Ethical practice |  |  |