

Higher Education Teacher Preparation Standards

Library Media Specialist grades PreK-12



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LIBRARY MEDIA SPECIALIST

Early Childhood through Late Adolescence/Adulthood

PreK-12, adopted September 8, 2015

Standard 1: Leader:

The librarian and information teacher models leadership and best practices throughout the school community to develop an effective school library program and serve as an advocate for student learning in support of career and technical education.

Content Knowledge: The librarian and information teacher knows theories of:

- 1.1 CK leadership that provide the basis for the school librarian's role in student learning and achievement within the context of current educational initiatives.
- 1.2 CK networking that enable establishment of connections with other educators for curriculum planning, implementation, and evaluation.
- 1.3 CK professionalism relevant to continuous professional learning through participation and membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.
- 1.4 CK advocacy that provide the basis for best educational practices for identifying stakeholders within and outside the school community, and to develop a plan to advocate for school library and information programs, resources, and services.

Professional Skills: The librarian and information teacher:

- 1.5 PS evaluates, selects, and organizes the library collection as the essential information base for the school.
- 1.6 PS engages in professional learning by reading publications, attending conferences, and participating in professional networks that foster best practices in school libraries.
- 1.7 PS collaborates with colleagues to maintain and promote a professional learning collection.
- 1.8 PS uses research-based evidence to contribute to and lead school improvement and professional development initiatives.

Standard 2: Instructional Partner:

The librarian and information teacher participates with members of the school community to develop district and school building level policies, practices, and curricula to guide student learning in content areas including instruction of information and technology literacy.

Content Knowledge: The librarian and information teacher knows:

- 2.1 CK theories of policy development and identifies exemplars of district and school building level policies, practices, and curricula in content areas, including information and technology literacy, to guide P-12 student learning.
- 2.2 CK theories of co-teaching and curriculum integration.
- 2.3 CK good communication, consultation, and problem-solving skills.
- 2.4 CK content area curriculum and effective instructional techniques to integrate information and technology literacy instruction.
- 2.5 CK information literacy standards as delineated by the American Library Association.
- 2.6 CK technology literacy standards as delineated by International Society for Technology and Education.
- 2.7 CK relationships between professional learning and student performance.

Professional Skills: The librarian and information teacher collaborates with:

- 2.8 PS teachers and school specialists to design, implement, and evaluate inquiry-based lessons and units that integrate multimedia, research, and information literacy skills into instruction.
- 2.9 PS teachers and school specialists in teaching P-12 students essential content skills, effective communication skills, and information literacy as an integral component of the school's comprehensive literacy instruction.
- 2.10 PS teachers and students by providing instruction to teachers and students in finding and using age and ability appropriate resources.
- 2.11 PS parents, members of the community, museums, municipal services, private organizations, and commercial entities to include their expertise and utilize their assistance in integrated inquiry-based lessons and units.
- 2.12 PS administrators to actively promote, support, and implement collaboration and content integration.
- 2.13 PS students by seeking input from students on the learning process including identifying critical content.

Standard 3: Information Specialist:

The librarian and information teacher models the use of information and technology literacy skills, and promotes their importance in the curriculum as foundational learning tools.

Content Knowledge: The librarian and information teacher knows:

- 3.1 CK theories of information-seeking behavior.
- 3.2 CK principles of information ethics including intellectual freedom, intellectual property, privacy, and professional ethics.
- 3.3 CK ethical code of the American Library Association.
- 3.4 CK strategies for providing and promoting flexible, open access to library services and information.
- 3.5 CK research-based models for addressing physical, social, and intellectual barriers to equitable access.
- 3.6 CK instructional design models for creating authentic learning experiences that engage students.
- 3.7 CK current and emerging technology tools to locate, analyze, evaluate, and use information resources to support research, learning, communication, and creativity.
- 3.8 CK current computer technology that supports research, learning, communication, and creativity.
- 3.9 CK research concepts and methods for the collection, interpretation, and use of data to create new practices and to enhance existing practices in school libraries.

Professional Skills: The librarian and information teacher:

- 3.10 PS demonstrates expertise with computer technologies to prepare and deliver instruction.
- 3.11 PS demonstrates expertise with computer technologies for information creation, access, interpretation, storage, retrieval, organization, management, communication, and use.
- 3.12 PS enables open and equitable access by collaborating with school community members to address physical, social, and intellectual barriers to library resources and services.
- 3.13 PS models and promotes efficient and ethical information seeking behaviors through the design and delivery of authentic learning experiences for P-12 students, teachers, and administrators in professional learning communities.
- 3.14 PS conducts research to enhance instruction.

Standard 4: Teacher (knowledge of learners and learning):

The librarian and information teacher uses effectively instructional practices to teach students to become enthusiastic readers, critical thinkers, skillful researchers, and ethical users of information.

Content Knowledge: The librarian and information teacher knows:

- 4.1 CK a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.
- 4.2 CK strategies that promote leisure reading and models personal enjoyment of reading to promote creative expression.
- 4.3 CK models of collection development for reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students.
- 4.4 CK strategies for collaboration with content teachers to reinforce comprehensive literacy instruction that ensures P-12 students are able to create meaning from text.
- 4.5 CK strategies for evaluation of text complexity.

Professional Skills: The librarian and information teacher participates with reading specialists and other teachers:

- 4.6 PS in comprehensive literacy instruction: reading, writing, thinking, listening, and speaking.
- 4.7 PS to promote reading for children and young adults through the use of high-quality and high-interest literature that reflects the diverse developmental, cultural, social and linguistic needs of P-12 students.
- 4.8 PS to teach the evaluation of visual, quantitative, and oral information in multiple formats.
- 4.9 PS to use authentic and engaging instructional strategies that reinforce classroom reading in support of lifelong learning and to develop in children and youth an appreciation for literature in support of personal and creative pursuits.
- 4.10 PS to promote reading through readers' advisory services, literature selection, and other focused activities in the school and community.
- 4.11 PS to teach effective reading strategies to build P-12 student comprehension.

Standard 5: Teacher (knowledge of pedagogy):

The librarian and information teacher uses principles of effective teaching and learning to create an active, inquiry-based learning environment.

Content Knowledge: The librarian and information teacher knows:

- 5.1 CK theories of learning styles, stages of human growth and development, and cultural influences on learning.
- 5.2 CK formative and summative assessment strategies that can be used to design instruction based on the American Association of School Librarian's twenty-first century skills and educational best practices that reflect student's age-range, abilities, and interests.
- 5.3 CK principles of effective teaching and learning that contribute to an active, inquiry-based learning environment for all students with regard to diverse learning styles, interests, needs, and intellectual and physical disabilities.
- 5.4 CK strategies for documentation and communication of the impact of collaborative instruction on student achievement.

Professional Skills: The librarian and information teacher:

- 5.5 PS uses knowledge of learning styles and human development to shape instructional decisions.
- 5.6 PS uses reading, viewing, and listening activities to foster motivation and learning.
- 5.7 PS recognizes and makes appropriate accommodations including selecting appropriate materials and resources for individual differences.
- 5.8 PS builds a local library media curriculum integrating content, information, and technology standards.
- 5.9 PS designs and delivers inquiry-based instruction that enhances information, media, visual, and technical literacies of P-12 students.
- 5.10 PS integrates use of current technologies into a variety of instructional strategies to support the diverse learning styles, interests, and abilities of all students to inquire, think critically, gain, and create knowledge.
- 5.11 PS collaborates with teachers and other stakeholders in professional development activities involving curriculum development and school improvement in support of student achievement.
- 5.12 PS collects and analyzes data, and reports impact of collaborative instruction on student learning and achievement.

Standard 6: Administrator:

The librarian and information teacher manages and administers the school library and advocates for the success of its educational program in collaboration with building and district colleagues.

Content Knowledge: The librarian and information teacher knows:

- 6.1 CK the vision, mission statement, goals, objectives, policies, and procedures of their local professional learning community.
- 6.2 CK school improvement and accreditation processes.
- 6.3 CK district, state, and national standards.
- 6.4 CK management theories that support an effective school library program, including budget, personnel, facilities, evaluation, selection, acquisitions, cataloging, processing, deselection, inventory, client access, and circulation.

Professional Skills: The librarian and information teacher:

- 6.5 PS models ethical and responsible behavior in use of information.
- 6.6 PS provides equitable intellectual and physical access to resources and services.
- 6.7 PS develops a balanced collection that is up-to-date, and represents multiple points-of-view.
- 6.8 PS respects and upholds the rights of users in matters of privacy and confidentiality.
- 6.9 PS promotes the library media program within the school, the district, and the community.
- 6.10 PS participates in the school improvement process through support of and involvement in curriculum planning, departmental committees, and personal professional learning.
- 6.11 PS establishes connections with students, staff, administrators, parents, and community members.

For more information, contact:

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