

Library Media Specialist (Ed 614.11) Self-Assessment Worksheet

Ed 614.11 Library Media Specialist

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 614.11 LIBRARY MEDIA SPECIALIST	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) The teacher preparation program for library media specialist in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:		
(1) In the area of teaching for learning, the ability to:		
<p>a. Demonstrate that she or he is a skilled educator who ensures that learners become effective and ethical users and creators of ideas and information, through:</p> <ol style="list-style-type: none"> 1. Applying knowledge of learners and learning, including: <ol style="list-style-type: none"> (i) Learning styles; (ii) Stages of human development; (iii) Cultural influences; and (iv) Physical and 		

<p>intellectual abilities and needs; 2. Providing instruction in multiple literacies; 3. Promoting inquiry-based learning; and 4. Providing authentic learning experience;</p>		
<p>b. Design and implement instructional strategies that engage students' interests and develop their ability to: 1. Inquire; 2. Think both critically and creatively; and 3. Ethically gain and share knowledge;</p>		
<p>c. Utilize the assessment of student learning to inform practice;</p>		
<p>d. Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators;</p>		
<p>e. Collaborate with students, other educators, and administrators to efficiently access, interpret, and communicate information;</p>		
<p>f. Design and provide professional development which enables other educators and administrators</p>		

<p>to:</p> <ol style="list-style-type: none"> 1. Locate research-based information relevant to their professional practice; and 2. Integrate best practices into their curricula; and 		
<p>g. Integrate the use of current technologies as a means for effective and creative teaching and to support students' conceptual understanding, critical thinking, and creative processes;</p>		
<p>(2) In the area of literacy and reading, the ability to:</p>		
<p>a. Demonstrate knowledge of children's, young adult, and professional literature to guide and support reading for information, reading for pleasure, and reading for lifelong learning in multiple languages and formats such as but not limited to materials in print, e-book, digital, audio and braille;</p>		
<p>b. Use a variety of strategies to promote reading, viewing, and listening, for learning, personal growth, and enjoyment;</p>		
<p>c. Develop a collection of reading and information</p>		

materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of the learning community;		
d. Collaborate with staff to design and implement authentic and engaging instructional strategies that reinforce reading instruction to ensure students are able to create meaning from text;		
e. Model personal enjoyment of reading in order to motivate lifelong reading in students; and		
f. Integrate the use of current technologies that support literacy and reading;		
(3) In the area of information and knowledge, the ability to:		
a. Model multiple strategies for students, teachers and administrators and other members of the school community to locate, evaluate, and ethically use information;		
b. Identify physical, socioeconomic and intellectual barriers to equitable school, home and community access to learning resources and services;		

c. Develop and promote solutions to address barriers to equitable access to learning resources and services;		
d. Provide a variety of learning resources and services to support the needs of diverse learners;		
e. Support flexible, open access to library services, including, but not limited to 24/7 access to online databases, library websites, and related instructional support resources;		
f. Model and communicate the legal and ethical principles of the profession;		
g. Demonstrate proficiency in the use of 21st century tools to continuously improve their professional practice; and		
h. Interpret and use a variety of data, including evidence-based action research, to create and share new knowledge to improve practice in school libraries;		
(4) In the area of advocacy and leadership, the ability to:		
a. Utilize evidence-based practice and research to communicate the centrality of the library program to a		

<p>school's ability to:</p> <ol style="list-style-type: none"> 1. Meet and exceed local, state and national content standards; 2. Improve student learning; 3. Meet the challenges of the learners, the skills, and the learning environments of the 21st century; and 4. Integrate the use of current technologies as a means for effective and creative teaching and learning; 		
<p>b. Advocate for intellectual freedom, equity of access, and privacy rights;</p>		
<p>c. Educate the school community on the ethical use of information and ideas;</p>		
<p>d. Establish connections with other libraries and strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information;</p>		
<p>e. Plan for and participate in ongoing professional growth and leadership opportunities, informed by reflective practice;</p>		
<p>f. Engage in school improvement processes, such</p>		

as but not limited to curriculum development; and		
g. Document and communicate the impact of collaborative instruction on student learning; and		
(5) In the area of program management and administration, the ability to:		
a. Communicate and collaborate with students, staff, administrators, and community members to design and develop a library program that aligns resources and services with the school's mission, in accordance with New Hampshire school approval standards Ed 306.08, instructional resources and Ed 306.42, information and communication technology;		
b. Manage, organize, and evaluate school library physical resources such as facilities, fiscal resources such as budgets, and human resources such as personnel, including volunteers, to enhance the use of information resources and services and to ensure equitable access to all resources for all users;		
c. Make use of data to evaluate and improve the school library program;		

<p>d. Develop, implement, and evaluate policies and procedures consistent with:</p> <ol style="list-style-type: none"> 1. School, district, state, and national standards; 2. Relevant laws and legislation; 3. Privacy rights; 4. Equity of access; and 5. The tenets of intellectual freedom; 		
<p>e. Create and implement a collection development policy that demonstrates knowledge of principles related to selection, acquisition, organization, evaluation, and reconsideration of library resources;</p>		
<p>f. Evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop a relevant, balanced collection designed to meet the diverse curricular, personal, and professional needs of students, staff, and administrators;</p>		
<p>g. Organize a school library collection according to current library cataloging and</p>		

classification principles and standards; and		
h. Ensure integration of current research findings and best practices into the school library program by keeping up to date with local, state, and national education, technology, and information initiatives.		
(b) The program shall provide for a supervised off-campus practicum which provides experience at both the elementary and secondary levels.		

Source. #4582, eff 7-1-89; EXPIRED 7-1-95

New. #6366, eff 10-30-96; ss by #7925, eff 7-24-03, ss by #9939, INTERIM, eff 6-9-11, EXPIRED: 12-6-11

New. #10151, eff 6-22-12