Program Report for the Preparation of School Librarians
American Library Association/ American Association for School Librarians (ALA/ AASL)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>University of Nebraska at Omaha</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Nebraska</td>
</tr>
<tr>
<td>Date submitted</td>
<td>09/09/2007</td>
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<tr>
<td>Report Preparer's Information:</td>
<td></td>
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<tr>
<td>Name of Preparer:</td>
<td>Dr. Rebecca J. Pasco</td>
</tr>
<tr>
<td>Phone:</td>
<td>(402) 554-2119</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:rpasco@mail.unomaha.edu">rpasco@mail.unomaha.edu</a></td>
</tr>
<tr>
<td>NCATE Coordinator's Information:</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Dr. David F. Conway</td>
</tr>
<tr>
<td>Phone:</td>
<td>(402) 554-2719</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:dconway@mail.unomaha.edu">dconway@mail.unomaha.edu</a></td>
</tr>
<tr>
<td>Name of institution's program</td>
<td>School Library Media Program</td>
</tr>
<tr>
<td>NCATE Category</td>
<td>School Library Media Specialist</td>
</tr>
</tbody>
</table>
Grade levels\(^{(1)}\) for which candidates are being prepared

K-12

\(^{(1)}\) e.g. Early Childhood; Elementary K-6

Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

Degree or award level

- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

Is this program offered at more than one site?

- Yes
- No

If your answer is "yes" to above question, list the sites at which the program is offered

Title of the state license for which candidates are prepared

- School Library Media

Program report status:

- Initial Review
- Response to a Not Recognized Decision
- Response to National Recognition With Conditions

State Licensure requirement for national recognition:

NCATE requires 80\% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes
SECTION I - CONTEXT

Description of any state or institutional policies that may influence the application of ALA/AASL standards. (Response limited to 4,000 characters)

The University of Nebraska Omaha’s school library media program allows candidates to attain the school library media endorsement required in Nebraska (and neighboring states) for certified teachers who want to lead and manage a 21st Century school library media program. The UNO School Library Media program exists within the Teacher Education Department within the College of Education. The program enjoys a great deal of support from the College of Education, the University of Nebraska at Omaha, and the Nebraska library community. This support has provided the resources and funding required to develop and sustain a high quality program that has seen steady growth and generates a pool of dedicated and skilled candidates for P-12 schools in both the rural and urban regions of the state. The UNO School Library Media Program was recognized by the University of Nebraska Regents in Fall, 2006, and continues its commitment to rigor, relevance, and renewal in the preparation of 21st Century school librarians.

Candidates seeking a school library media endorsement can choose from two routes:

a) School Library Media Endorsement Only which requires candidates to successfully complete thirty-three credit hours in library science, literacy, and technology coursework. Many of the candidates in this program have a previous graduate degree in a related field of education.

b) Master of Science in Reading, Elementary Education or Secondary Education with a concentration in School Library Media that allows candidates to acquire both a Master of Science degree and a school library media endorsement. These candidates must take all required school library media program coursework with nine to twelve hours of core graduate coursework as specified in the requirements for each identified Master of Science program.

All assessments included in this report are required of candidates in both the School Library Media Endorsement program and Master of Science degree programs with school library media concentrations. As candidates in both programs are required to take the same school library media coursework, no distinction is made for candidate data in the two groups. The Capstone Practicum is required of all candidates and the Collaborative Instructional Unit/Multimedia Presentation [Assessment 4] that takes place during the Capstone Practicum serves as a key content exit requirement for both groups in its rigorous attention to collaboration, teaching, and the impact of a school library media program on student achievement. Degree seeking candidates in the Master of Science in Reading, Elementary Education, and Secondary Education are required to take comprehensive exams as an additional exit requirement.

Rule 24 in the Nebraska Department of Education Administrative Code requires teacher education institutions offering a school library media endorsement program to have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement. Rule 24 requirements for School Library Media programs were re-written by the Nebraska Department of Education in 2005 and reflect current AASL emphases.

Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

The UNO School Library Media Program celebrates a positive and proactive relationship with many
metropolitan and rural school librarians who provide invaluable support for a diverse array of formative and summative field site experiences. As the UNO School Library Media Program continues to grow and produce exemplary professionals for Nebraska school libraries, so grows the number of high quality field sites available for candidates’ early experiences and capstone placements.

Early Field Experiences within required School Library Media Program coursework:

Early Field Experiences range from 2-6 clock hours depending on specific assignment.
• TED 8766 – Managing Collections in Libraries and Information Agencies project [Assessment #3] requires all candidates to work with a local school librarian on a collection management project. This project requires approximately four hours at an identified field site which involves the management of a targeted collection analysis and development of an acquisitions plan for an identified subset of the field site collection.
• TED 8740 – Cataloging and Classification requires all candidates to work approximately four hours with a local school librarian in a district outside the one in which they are employed for the purpose of gaining a hands-on look at how other school librarians organize their collections, catalog and process information resources, and develop policy and procedures for other technical services activities.
• TED 8716 – Reference Resources and Services requires all candidates to spend approximately four hours to interview and observe a school librarian provide instruction on the Big Six or other research processes as appropriate for grade level and content.

Service Learning Projects in School Library Media Program coursework:

Students in the School Library Media Program are involved on a regular basis in Service Learning Projects. Service Learning Projects involve a great deal of time and commitment from the candidates as projects involve daytime, evening and weekend hours for completion of projects with rural and urban community partners. While these experiences are not traditionally listed in field experience reports, the amount of energy and time involved for candidates in these valuable experiences should be noted and considered.

Candidates in the School Library Media Program are required to participate in a variety of service learning projects that vary by semester, depending on identification of community needs. Examples of previous community-based Service Learning Projects are:

• TED 8806 Leadership and Management of Libraries and Information Agencies – Students worked with a rural school librarian and a local architect to submit ideas for a complete renovation of the library facility.
• TED 8716 Reference Resources and Services – Students worked with a local museum to digitize, catalog, and upload documents and realia specific to Omaha/Sarpy County history to the Nebraska Memories project in order to provide access to items valuable as instructional resources for 4th grade and 10th grade Nebraska history curriculum.

TED 8520 Capstone Practicum – School Library Media

The Capstone Practicum course has two options, depending on the current employment status of candidates when enrolled in the course:

a) Requirement for candidates currently working in a grade level/content classroom or school library:

To ensure that candidates have experiences in both elementary and secondary school libraries as required
by the Nebraska Department of Education for a P-12 school library media endorsement, candidates must:
• complete 20 clock hours in an assigned school library media center field site in a district other than the one in which they are employed and at a level (elementary or secondary) different than the one in which they are employed (If the candidate is a classroom teacher but not in a school library, an additional 20 clock hours must be logged in the candidate’s own school library to garner experiences in a variety of activities.); and
• complete a series of four additional modules involving networking, professional development and other experiences with school and community partners.

b) Requirement for candidates with a current teaching certificate but who are not employed during semester of the Capstone Practicum:

To ensure that candidates have experiences in both elementary and secondary school libraries as required by the Nebraska Department of Education for a P-12 school library media endorsement, candidates must:
• complete 8 weeks of full days in an elementary school library; and
• complete 8 weeks of full days in a secondary school library.

Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

3a) Criteria for Admission

To ensure a high quality pool of degree and endorsement seeking candidates, all school library media candidates are required to be admitted to a graduate degree program whether or not they choose to take coursework beyond the school library media endorsement and complete a graduate degree.

All applicants to a graduate degree program are admitted provisionally based on the following criteria:

• a valid teaching certificate
• an undergraduate GPA of 3.0 (on a 4.0 scale) or above
• completion of undergraduate deficiencies

3b) Criteria for Retention

Graduate candidates in the Teacher Education Department Graduate Programs must apply for unconditional admission into the program through the selective retention process. Faculty review and evaluate these materials to determine if the candidate’s status will be changed from provisional to unconditional. Unconditional status means that the student is a candidate for a graduate degree.

During the term in which candidates in Elementary Education and Reading will have completed 12 hours of Teacher Education courses as recommended by the assigned advisor or candidates in Secondary Education will have completed at least 6 TED hours and no more than 18 total hours as recommended by the assigned advisor, candidates must:

A. Write a formal letter of application that includes the following:
• the graduate degree goals and area of emphasis or focus of the degree program;
• how completed courses in the plan of study have enhanced the applicant’s professional life;
• how the remaining courses in the plan of study are anticipated to contribute to the applicant’s professional development; and
• what professional goals the applicant has beyond the graduate degree.

B. Complete a graduate course summary form on which a minimum of four completed Teacher Education Department courses (TED) are listed along with the course instructor, grade received, and the semester/session enrolled.

C. Complete, in consultation with an advisor, a plan of study for the specific degree.

D. Submit the completed letter of application, course summary form, and plan of study together to the candidate’s assigned advisor.

3c) Criteria for exit from the program

School Library Media Endorsement only

To be recommended by the University of Nebraska at Omaha to the Nebraska Department of Education for a school library media endorsement, all candidates in the School Library Media Endorsement only program:
• must successfully complete thirty-three credit hours [27 required hours and 6 elective hours]; and
• must receive an Acceptable rating on the Collaborative Instruction/Multimedia Presentation [Assessment 4] in the required TED 8520 Capstone Practicum.

Master of Science degree in Reading, Elementary or Secondary Education with School Library Media concentration

To be recommended by the Teacher Education Department/College of Education for a Master of Science degree in Reading, Elementary, or Secondary Education, candidates must successfully complete comprehensive examinations as per degree requirements [Assessment 1]. To be eligible for comprehensive examinations in the designated field, candidates must:
• be unconditionally admitted to a master’s degree program;
• have successfully completed all required coursework or be currently enrolled in final required coursework;
• apply as required to take the comprehensive examinations during the candidate’s final semester or semester directly following completion of their master’s degree program; and
• attend a comprehensive examination review and complete the comprehensive examination.

Description of the relationship of the program to the unit’s conceptual framework. (Response limited to 4,000 characters)

On March 2, 2007, the College of Education unanimously approved a new Conceptual Framework. Dr. Rebecca Pasco, Coordinator of Library Science Education programs at UNO, chaired the six member Conceptual Framework Committee.

Conceptual Framework – College of Education

The College of Education’s philosophy and purpose are grounded in the following central principles:
Dedicated Practitioners
The UNO College of Education believes that faculty and candidates must be dedicated practitioners who are knowledgeable in their content; understand learning theories; recognize social, historical, and philosophical foundations of their discipline; address needs of a diverse community; practice ongoing assessment and evaluation techniques; and engage in ongoing critical reflection.

Reflective Scholars
The UNO College of Education believes that faculty and candidates must be reflective scholars who understand the value and use of research, monitor their own professional growth, and advance knowledge and practice. By promoting critical reflection and ethical inquiry, faculty and candidates discover and model best practices that support individual and community improvement.

Responsible Citizens
Faculty and candidates in the College of Education believe education can transform individuals and society, and we acknowledge both our privilege and our responsibility to propose solutions and provide leadership for learning communities committed to democratic ideals and social justice. This commitment demands that faculty and candidates cultivate an understanding of the social, political, cultural, and economic influences operating in local and global 21st Century settings that shape the discourse within their individual disciplines.

The School Library Media Program embraces the Conceptual Framework as follows:

• All required courses in the School Library Media Program use the Conceptual Framework as the basis for identifying content, skills and dispositions.

Example: TED 8006 Special Methods – School Library Media – Course description:
This course focuses on the principles for incorporating information literacy, technical literacy, and reading competencies in programming and instruction in school libraries. As dedicated practitioners, candidates will have a comprehensive knowledge of the content in their profession and understand best practices in assessment and evaluation as it applies to a school library media environment. As reflective scholars, candidates will demonstrate that they can use observation, information, inquiry, and reflection as sources for evaluating and implementing best practice in a school library media program. As responsible citizens, candidates will demonstrate how they can collaborate with faculty, administration, students, parents, and the larger community to provide equitable services that meet the diverse needs of members of their schools and communities.

• Objectives in all required courses are aligned and referenced with Guiding Principles from the Conceptual Framework, the four AASL Program Standards, NBPTS standards, Rule 24 requirements from the Nebraska Department of Education, and NETS standards from the International Society for Technology in Education (ISTE).

• All tenured and adjunct faculty for required courses in the School Library Media Program have attended two “Adjunct Academies” specifically designed to communicate and provide resources for the development and application of the Conceptual Framework in School Library Media coursework along with other related standards and guidelines.

(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

Indication of whether the program has a unique set of program assessments and their
relationship of the program's assessments to the unit's assessment system\(^{(3)}\). (Response limited to 4,000 characters)

The goal of the Unit’s assessment system is to a) ensure that both faculty and candidates know, understand, and apply the Guiding Principles of the College of Education’s new Conceptual Framework and to b) review, revise, and articulate when, where, and how the College of Education prepares its candidates for 21st Century educational environments. The unit has adopted current INTASC and NBPTS standards as the foundation for its general assessments. Each program is expected to review its own program level assessments to ensure that all candidates are meeting identified professional association standards. The eight assessments in this report are unique to the School Library Media Program and have been developed collaboratively over a period of four years with other Teacher Education Department faculty and, more importantly, the many school library media specialists who give willingly of their time and expertise in support of Library Media education in Nebraska.

\(^{(3)}\) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

See Attachments panel below.

This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Program: Masters in Reading/Elementary Education/Secondary Education with School Library Media Endorsement candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Year</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>2005/06</td>
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<tr>
<td>2006/07</td>
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<p>| Program: Graduate School Library Media Endorsement candidates (endorsement only) |
|---------------------------------|---------------------------------|</p>
<table>
<thead>
<tr>
<th><strong># of Candidates</strong></th>
<th><strong># of Program Completers(^{(4)})</strong></th>
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<tbody>
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<td>Enrolled in the Program</td>
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<td>2005/06</td>
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<tr>
<td>2006/07</td>
<td>94</td>
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<sup>(4)</sup> NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

**Faculty Information**

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Dr. Rebecca Pasco</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>PhD, Library Science, Emporia State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Coordinator of Library Science Education and Teaching Faculty</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
</tbody>
</table>

Scholarship<sup>(8)</sup>, Leadership in Professional Associations, and Service<sup>(9)</sup>: List up to 3 major contributions in the past 3 years<sup>(10)</sup>

2. Chair, College of Education Conceptual Framework Committee
3. President, Nebraska Educational Media Association

Teaching or other professional experience in P-12 schools<sup>(11)</sup>

Secondary Media Specialist (Middle and High School), clinical supervision, inservice training, 7-12 Secondary Education certification, K-12 School Library Media endorsement

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Dr. Sarah Edwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>PhD, Teacher Education, University of Arizona</td>
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<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Teaching Faculty: Required course, Young Adult Literature</td>
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<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
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</table>

Scholarship<sup>(8)</sup>, Leadership in Professional Associations, and Service<sup>(9)</sup>: List up to 3 major contributions in the past 3 years<sup>(10)</sup>

3. Chair, Teacher Education Undergraduate Secondary Education Committee

Teaching or other professional experience in P-12 schools<sup>(11)</sup>

Secondary Language Arts, Culturally Responsive Teaching, clinical supervision, inservice training

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Dr. Verne Haselwood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp;</td>
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<tr>
<td>University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>PhD, Educational Administration &amp; Supervision, University of Nebraska</td>
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<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Teaching Faculty: Required course, Capstone Practicum and Clinical Supervision</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Professor Emeritus</td>
</tr>
<tr>
<td>Tenure Track</td>
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<tr>
<td>Scholarship&lt;sup&gt;(8)&lt;/sup&gt;, Leadership in Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>1. Librarian, National Park Service (Midwest Region) 2. UNO Library Friends, Chair, Awards &amp; Recognitions Committee 3. Member, Nebraska Library Association Citation Committee</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Clinical supervision, inservice training</td>
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<thead>
<tr>
<th>Faculty Member Name</th>
<th>Melissa Cast-Brede, MALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>Master of Arts, Library Science, University of Missouri</td>
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<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Teaching Faculty, Required course: Managing Collections in Libraries &amp; Information Agencies, Library Liaison to College of Education</td>
</tr>
<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Assistant Professor</td>
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<td>Tenure Track</td>
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<tr>
<td>Scholarship&lt;sup&gt;(8)&lt;/sup&gt;, Leadership in Professional Associations, and Service&lt;sup&gt;(9)&lt;/sup&gt;: List up to 3 major contributions in the past 3 years&lt;sup&gt;(10)&lt;/sup&gt;</td>
<td>1. Cast, M. &amp; Pasco, R. (2006) Digital resources for distance students in a library science and literacy program. In D. Cook and T. Cooper, Teaching information literacy skills to education and social sciences students and practitioners: A second casebook of applications. Chicago: Association of College and Research Libraries. 2. Chair, Research Committee, Education &amp; Behavioral Sciences Section, Assoc. of College &amp; Research Libraries 3. Chair, College &amp; Univ. Section, Nebraska Library Assoc.</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Inservice training</td>
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<thead>
<tr>
<th>Faculty Member Name</th>
<th>Karen Hein, MLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</td>
<td>MLS, Information Science and Learning Technologies, University of Missouri</td>
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<tr>
<td>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</td>
<td>Teaching Faculty, Required course: Teaching and Learning in Digital Environments</td>
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<tr>
<td>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</td>
<td>Assistant Professor</td>
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<td>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</td>
<td>Inservice training</td>
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<tr>
<td>Faculty Member Name</td>
<td>Dr. Karla Wendelin</td>
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<tr>
<td>---------------------</td>
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<tr>
<td>Highest Degree, Field, &amp; University</td>
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<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Teaching Faculty, Required courses: Children's Literature &amp; Education; Special Methods in Library Media</td>
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<td>Adjunct Professor</td>
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<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Elementary School Library Media Specialist, K-6 Elementary Education Certification, K-12 School Library Media Endorsement</td>
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<thead>
<tr>
<th>Faculty Member Name</th>
<th>Margaret Mering, MLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>MLS, Library Science, University of Arizona</td>
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<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Teaching Faculty, Required course: Cataloging and Classification</td>
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<tr>
<td>Faculty Rank</td>
<td>Professor</td>
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<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Inservice training</td>
</tr>
</tbody>
</table>

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(6) e.g., faculty, clinical supervisor, department chair, administrator
(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ALA standards. All programs must provide a minimum of six assessments. If your state does not require a
state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Master of Science Degree Comprehensive Exams and Professional Competencies Survey</td>
<td>Comprehensive Exams and Survey</td>
<td>Comprehensive Exams - end of program Survey - given to working school library media specialists one year after program completion</td>
</tr>
<tr>
<td>Assessment #2: Assessment of content knowledge in the field of school library media (required)</td>
<td>Leadership/Management Digital Portfolio</td>
<td>Portfolio</td>
<td>TED 8806 Leadership and Management of Library and Information Agencies (required course taken in final 9 hours of program)</td>
</tr>
<tr>
<td>Assessment #3: Assessment of candidate ability to plan to meet program needs (required)</td>
<td>Collection Analysis Project</td>
<td>Project</td>
<td>TED 8766 Managing Collections in Libraries and Information Agencies (required course)</td>
</tr>
<tr>
<td>Assessment #4: Assessment of practicum or internship (required)</td>
<td>Collaborative Instructional Unit Multimedia Presentation</td>
<td>Multimedia Project</td>
<td>TED 8520 Capstone Practicum final project (taken as final required course in program)</td>
</tr>
<tr>
<td>Assessment #5: Candidate effect on student learning (required)</td>
<td>NebraskAccess Collaborative Instructional Unit</td>
<td>Collaborative Instructional Project</td>
<td>TED 8716 Reference Resources and Services final project (required course)</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses AASL standards (required; see note in Section IV)</td>
<td>School Library Media Program Website</td>
<td>Website Project</td>
<td>TED 8596 Teaching and Learning in Digital Environments (required course)</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses AASL standards</td>
<td>Young Adult Literature Thematic Bibliography</td>
<td>Project/Presentation</td>
<td>TED 8660 Young Adult Literature and Education (required course)</td>
</tr>
<tr>
<td>#8</td>
<td>Additional assessment that addresses AASL standards (optional)</td>
<td>@your library School Library Marketing Campaign</td>
<td>Project</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>TED 8806 Leadership and Management of Libraries and Information Agencies (required course taken in final 9 hours of program)</td>
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</tbody>
</table>

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

## SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ALA standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ALA standards.

**School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.**

### 1.1 Efficient and ethical information-seeking behavior
Candidates model strategies to locate, evaluate and use information for specific purposes. Candidates identify and address student interests and motivations. Candidates interact with the learning community to access, communicate and interpret intellectual content. Candidates adhere to and communicate legal and ethical policies.

### 1.2 Literacy and reading
Candidates are aware of major trends in reading material for children and youth. Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.

### 1.3 Access to information
Candidates support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates facilitate access to information in print, nonprint, and electronic formats. Candidates comply with and communicate the legal and ethical codes of the profession.

### 1.4 Stimulating Learning Environment
Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center. Candidates identify
relationships among facilities, programs, and environment that impact student learning. Candidates plan and organize library media centers according to their use by the learning community.

2. Teaching and Learning. School library media candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student’s interests, passions, and needs which drive their learning.

<table>
<thead>
<tr>
<th>2.1 Knowledge of learners and learning</th>
<th>b</th>
<th>e</th>
<th>b</th>
<th>e</th>
<th>b</th>
<th>b</th>
<th>b</th>
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</thead>
<tbody>
<tr>
<td>Candidates design library media instruction that assesses learner interests, needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.</td>
<td>b</td>
<td>e</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>b</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2 Effective and knowledgeable teacher</th>
<th>b</th>
<th>g</th>
<th>g</th>
<th>b</th>
<th>b</th>
<th>b</th>
<th>g</th>
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<tbody>
<tr>
<td>Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.</td>
<td>b</td>
<td>e</td>
<td>e</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
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</table>

<table>
<thead>
<tr>
<th>2.3 Information literacy curriculum</th>
<th>g</th>
<th>g</th>
<th>g</th>
<th>b</th>
<th>b</th>
<th>b</th>
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<th>g</th>
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<tbody>
<tr>
<td>Candidates employ strategies to integrate the information literacy curriculum with content curriculum. Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. Candidates assist students to use technology to access, analyze, and present information.</td>
<td>e</td>
<td>e</td>
<td>e</td>
<td>b</td>
<td>b</td>
<td>b</td>
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<td>e</td>
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</table>

3. Collaboration and Leadership. School library media candidates provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students learning and achievement; encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

<table>
<thead>
<tr>
<th>3.1 Connection with library community</th>
<th>b</th>
<th>g</th>
<th>g</th>
<th>b</th>
<th>b</th>
<th>g</th>
<th>b</th>
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</thead>
<tbody>
<tr>
<td>Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. Candidates articulate the role of their professional associations and journals in their own professional growth.</td>
<td>b</td>
<td>b</td>
<td>e</td>
<td>e</td>
<td>b</td>
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<table>
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<tr>
<th>3.2 Instructional partner</th>
<th>b</th>
<th>g</th>
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</thead>
<tbody>
<tr>
<td>Candidates model, share, and promote ethical and legal principles of</td>
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</table>
Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.

### 3.3 Educational leader

Candidates are able to articulate the relationship of the library media program with current educational trends and important issues. Candidates recognize the role of other educational professionals and professional associations. Candidates translate for the school the ways in which the library program can enhance school improvement efforts. Candidates utilize information found in professional journals to improve library practice.

### 4. Program Administration

School library media candidates administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

<table>
<thead>
<tr>
<th>4.1 Managing information resources: Selecting, Organizing, Using</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice. Candidates support intellectual freedom and privacy of users. Candidates plan for efficient use of resources and technology to meet diverse user needs.</td>
<td>4</td>
<td>b</td>
<td>b</td>
<td>4</td>
<td>b</td>
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</table>

<table>
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<tr>
<th>4.2 Managing program resources: Human, financial, physical</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies. Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues. Candidates plan adequate space for individuals, small groups and whole classes.</td>
<td>4</td>
<td>b</td>
<td>b</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.3 Comprehensive and collaborative strategic planning and assessment</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives. Candidates use data for decision-making.</td>
<td>b</td>
<td>b</td>
<td>b</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>b</td>
</tr>
</tbody>
</table>

### SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.
In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
   (a) the assessment tool or description of the assignment;
   (b) the scoring guide for the assessment; and
   (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

State licensure tests or professional examinations of content knowledge. ALA/AASL standards addressed in this entry could include any or all of standards 1-4. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment One

See Attachments panel below.

Assessment of content knowledge in the field of school library media. ALA/AASL standards addressed in this assessment could include any or all of standards 1-4. Examples of assessments include comprehensive examinations, GPAs or grades,15 portfolio tasks,16 comprehensive projects,
or collaborative instruction (including staff development). (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment Two

See Attachments panel below.

(15) If grades are used as the assessment or included in the assessment, provide information on the criteria for those grades and describe how they align with the specialty standards.

(16) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

Assessment that demonstrates candidates can effectively plan to meet the needs of the school library media program. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-4. Examples of assessments include comprehensive planning activities (grants, website development, budget, collection development, program evaluation). (Answer Required)

Provide assessment information as outlined in the directions for Sections III and IV.

Assessment Three

See Attachments panel below.

Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied are applied effectively in practice. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-4. The assessment instrument used in the internship or other clinical experiences (practicum, field experience, etc.) should be submitted. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment Four

See Attachments panel below.

17 Assessment that demonstrates candidate effects on the creation of supportive learning environments for student learning. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-4. Examples of assessments include those based on student work samples, portfolio tasks, and collaborative instruction. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment Five

See Attachments panel below.

(17) Effects on student learning include the creation of environments that support student learning.
Additional assessment that addresses ALA/AASL standards. The ALA/AASL program report must include assessments that incorporate collaborative instruction, comprehensive reading encouragement, and integration of technology. If assessments submitted for #1-5 do not include a focus on any or all of these three areas, assessments submitted for #6-8 should be used to meet this requirement. (Answer Required)

Provide assessment information (items 1-5) as outlined in the directions for Section IV

Assessment Six

See Attachments panel below.

See comment under #6 above.

Assessment Seven

See Attachments panel below.

See comment under #6 above.

Assessment Eight

See Attachments panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

The School Library Media Program at the University of Nebraska at Omaha has benefited greatly from this enlightening journey of internal and external review by its campus and community stakeholders. The four year “review and readiness” process has been a collaborative march towards excellence as defined by the AASL Program Standards as follows:
Calendar of Review

2004
• Review of the four AASL program standards with all school library media faculty
• Beginning discussions to identify eight assessments that would address each of the four AASL program standards
• Review, discuss, and align scoring/rating criteria for identified assessments
• Initial discussion of an eportfolio exit option for School Library Media candidates with Assessment Technology Coordinator
• Focus groups with local School Library Media Services directors (began as a one time data gathering event but is now an annual event)

2004/05
• Continued discussion to identify eight assessments addressing the four AASL standards
• Initial use of scoring/rating criteria aligned with AASL program standards
• Initial collection of artifacts for each assessment that represented Target/Outstanding, Acceptable and Unacceptable categories
• Review and revision of assessments and review/revision of scoring/rating criteria for each identified assessment
• Continued discussion of an eportfolio exit option for school library media program candidates
• First School Library Media Program Faculty/Adjunct Academy to ensure an efficient and informed approach for SPA review

2005/2006
• Implementation of eight assessments that would address each of the four AASL standards
• Second round of using identified assessments in required courses
• Second round of using revised scoring/rating criteria aligned with AASL standards
• Second round of collection of artifacts for each assessment that represent Target/Outstanding, Acceptable and Unacceptable categories
• Second School Library Media Program Faculty/Adjunct Academy to ensure an efficient and informed approach for SPA review
• First discussions with Graduate Chair and advisors in Master of Science programs in Reading, Elementary and Secondary Education to ensure an efficient and informed approach for SPA review
• Development of basic framework for eportfolio exit option for school library media program candidates
• First round of Professional Competencies Survey for first year school library media specialists

2006/2007
• Development and approval of new College of Education Conceptual Framework
• Third School Library Media Program Faculty/Adjunct Academy to ensure an efficient and informed approach for SPA review
• Revision, validation and implementation of Professional Competencies Survey for first year school library media specialists
• Review of assessments, criteria and artifacts for SPA Review submission in Fall, 2007

Program improvements intended to increase and enhance candidate’s content knowledge:

Three notable improvements:
1. Over a period of four years, all required courses underwent a rigorous review of content to ensure all
course objectives, content, and assignments were in alignment with AASL, Nebraska Department of Education Rule 24, ISTE, INTASC, and NBPTS standards.

2. TED 8596 Teaching and Learning in Digital Environments has undergone rigorous review, and changes were made to both content and format to improve its ability to adapt to the dynamic terrain of library and educational technologies. The faculty member teaching TED 8596 is now supported by the addition of a lab instructor for this specific course to provide enhanced technical support for candidates engaged in activities such as building websites, implementing blogs, and using wikis to build public documents.

3. TED 8006 Special Methods Library Media course has added considerable time and content on the topic of Assessment. The faculty member for this course attended the AASL Fall Forum on Assessment in 2006 to update her own skills and understanding of assessment as applied to school library media programs.

Program improvements intended to change candidate’s professional and pedagogical knowledge, skills and dispositions:

Five notable improvements:
1. A major focus of review and revision in all required courses involved the topic of diversity. Each required course has updated course objectives, enhanced content, and created or revised assignments to ensure candidates leave the program confident in their ability to respond to the needs of all learners in our increasingly diverse urban and rural educational environments.

2. TED 8716 Reference Resources and Services now contains substantial content addressing Academic Integrity, i.e., Plagiarism, Copyright, and Acceptable Use to enhance our candidates’ skills and dispositions in support of the ethical codes of the school library media profession.

3. While an emphasis on the importance and benefits of collaboration has long existed within the UNO school library media program curriculum, regular and adjunct faculty revised four assessments in three required courses to ensure each instructor was providing different and new resources and was using current thought and theory supporting evidence-based best practice relating to collaboration and instruction.

4. The funding and purchase of a multi-user license for Desktop Cataloger and Classification Web for students in TED 8746 Cataloging provides an accessible tool for hands-on experiences and support for organizing and providing access to resources in school libraries.

5. All school library media faculty (regular and adjunct) were supplied with new laptops loaded with a variety of software with which to develop multimedia tools/tutorials/models for instruction. Modeling (beyond discussion and demonstration) by faculty of the effective use of technology as an instructional tool will go a long way towards producing school library media candidates with the technical literacy and corresponding teaching skills necessary in 21st Century school libraries.

Program improvements intended to influence and document candidate impact on student learning:

Three notable improvements:
1. The addition of “reflection on student learning” as a required element in the Capstone Practicum – Library Media course’s final multimedia project focuses candidates’ attention and enhances their ability to articulate the impact of school library media programs and information literacy instruction on student learning. The “reflection on student learning” was added as a new piece of content in Fall 2006 in response to the strong emphasis on reflection in the NBPTS process for school librarians.

2. The strong presence of “reflection” in the new COE Conceptual Framework initiated a complete re-writing of Elementary Education Comprehensive Exams that now require candidates to provide narrative evidence/samples of how a specific piece of the candidates’ instruction had an impact on student learning.

3. The most dramatic change in program improvement designed specifically to better reveal and
document candidates’ impact on student learning will be the Fall 2008 implementation of the new eportfolio w/presentation exit assessment for school library media program candidates. The eportfolio will include all eight assessments from this NCATE/AASL report. The eportfolio will also include one assessment from TED 8746 Cataloging and one assessment from TED 8650 Children’s Literature which are the only two required School Library Media Program courses without specific assessments identified in this report. The basic framework of the eportfolio is aligned with AASL, NBPTS, and INTASC standards. The final draft of the eportfolio is ready to go and will be beta tested in Fall 2007 and Spring 2008 to resolve any format or technical issues. The content and required elements of the candidates’ eportfolio presentation are in the final stage of writing and development and will go through a focus group of school library media specialists and school library media directors in October, 2007, to be ready as an option for all candidates admitted to the program in Fall 2008. Impact on student learning will be a major component of the candidates’ eportfolio presentation.

Program Assessment:

Program Level Assessment at the University of Nebraska at Omaha mirrors the process used by the institution which divides assessment in three stages: 1) Plan, 2) Collect, and 3) Improve.

Institutional Level Assessment
At the institutional (campus) level, assessment involves the planning for and collection of data on student learning, an analysis of the data collected, and the contextualization of information gleaned from the data with institutional indicators for communication to the university’s various constituencies through the institutional portfolio.

Program Level Assessment
At the program level, groups of faculty collaboratively plan, collect, and analyze data and make use of data focused on student achievement of program outcomes, improving program curriculum, and improving student learning within programs.

Plan (AASL/NCATE Initial Review)
2. Select evaluation tools: 2004 – 2007 Faculty/Course evaluations, Program Outcomes focus groups, Candidate Comprehensive Examinations, First Year Professional Competencies survey
4. Identify assessment points: 2005 NCATE/AASL – Eight assessments

Collect (AASL/NCATE Initial Review)

Improve (AASL/NCATE Initial Review)
1. Review results: 2005 – 2007 Assessment Data Tables
2. Identify weaknesses and strengths: 2006 – 2007 Section IV Sections 3 & 4 NCATE/AASL Report: Analysis/Interpretation of Assessment data; Professional Competencies Survey Results Analysis, Comprehensive Examination Results Analysis
The Program Assessment process for the University of Nebraska at Omaha’s School Library Media Program has been a rigorous, collaborative, and meaningful journey. The program improvements noted in this section are but a few of many processes/indicators through which the School Library Media Program, the College of Education, and the University of Nebraska at Omaha will produce Dedicated Practitioners, Reflective Scholars, and Responsible Citizens [Conceptual Framework] who are well prepared to serve their students, their schools, and their communities in the 21st Century.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at http://www.ncate.org/institutions/process.asp?ch=4 (Response limited to 24,000 characters.)

THANK YOU

This is the end of the report. Please click "Next" to proceed.