# 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>09/11/2008</td>
</tr>
</tbody>
</table>

### Report Preparer's Information:

<table>
<thead>
<tr>
<th>Name of Preparer</th>
<th>Dr. Rebecca J. Pasco</th>
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<tbody>
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<td>(402) 554-2119</td>
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</tbody>
</table>

### NCATE Coordinator's Information:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dr. David Conway</th>
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<tbody>
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</tr>
</tbody>
</table>

### Name of institution's program

School Library Media

### NCATE Category

School Library Media Specialist
Grade levels\(^{(1)}\) for which candidates are being prepared

\begin{verbatim}
K-12
\end{verbatim}

\(^{(1)}\) 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 Specialist

Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- 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?
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)

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)

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)

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

(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. (Response limited to 4,000 characters)

(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.)

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>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
</tr>
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<tbody>
<tr>
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</table>

(4) 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>Highest Degree, Field, &amp; University&lt;sup&gt;(5)&lt;/sup&gt;</th>
<th>Assignment: Indicate the role of the faculty member&lt;sup&gt;(6)&lt;/sup&gt;</th>
<th>Faculty Rank&lt;sup&gt;(7)&lt;/sup&gt;</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Tenure Track</th>
<th>YES</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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;</th>
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<table>
<thead>
<tr>
<th>Teaching or other professional experience in P-12 schools&lt;sup&gt;(11)&lt;/sup&gt;</th>
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</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.

**Please provide following assessment information (Response limited to 250 characters each field)**

<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></td>
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<tr>
<td>Assessment #2: Assessment of content knowledge in the field of school library media (required)</td>
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<tr>
<td>Assessment #3: Assessment of candidate ability to plan to meet program needs (required)</td>
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<tr>
<td>Assessment #4: Assessment of practicum or internship (required)</td>
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<tr>
<td>Assessment #5: Candidate effect on student learning (required)</td>
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<tr>
<td>Assessment #6: Additional assessment that addresses AASL standards (required; see note in Section IV)</td>
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<tr>
<td>Assessment #7: Additional assessment that addresses AASL standards (optional)</td>
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<tr>
<td>Assessment #8: Additional assessment that addresses AASL standards (optional)</td>
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</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).
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.

<table>
<thead>
<tr>
<th>1.1 Efficient and ethical information-seeking behavior</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>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>1.2 Literacy and reading</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>
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</thead>
<tbody>
<tr>
<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>1.3 Access to information</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>
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</thead>
<tbody>
<tr>
<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>1.4 Stimulating Learning Environment</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 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.</td>
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</table>

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>#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>
</table>
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.

### 2.2 Effective and knowledgeable teacher

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.

### 2.3 Information literacy curriculum

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.

### 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.

#### 3.1 Connection with library community

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.

#### 3.2 Instructional partner

Candidates model, share, and promote ethical and legal principles of education and librarianship. 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.

4.1 Managing information resources: Selecting, Organizing, Using
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.

4.2 Managing program resources: Human, financial, physical
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.

4.3 Comprehensive and collaborative strategic planning and assessment
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.

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 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, portfolio tasks, comprehensive projects, or collaborative instruction (including staff development). (Answer Required)

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

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

**Revised Assessment 3**

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

**Revised Assessment 4**

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

**Revised Assessment 5**

See Attachments panel below.

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(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

**Revised Assessment 6**

See Attachments panel below.

See comment under #6 above.
Provide assessment information (items 1-5) as outlined in the directions for Section IV

| Revised Assessment 7 |

See Attachments panel below.

See comment under #6 above.

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

| Revised Assessment 8 |

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)

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.)

Condition One:

A move toward consistency in the Comprehensive Content Knowledge Exam

In response to this condition, the Coordinator of the Library Media Program met with the Graduate Chairs of Elementary Education, Secondary Education and Reading in Spring 2008 to discuss the development of new questions for candidates taking library media comprehensive exams. All chairs were in agreement that new questions for library media candidates are appropriate and will be written during the Fall 2008 semester. The Writing Committee will include representatives from: a) each graduate program, b) regular and adjunct library media faculty, and c) front lines school librarians (one
from elementary level and one from secondary level). In Spring 2009, Library Media students will respond to questions aligned with new standards from the following professional organizations recognized and used by NCATE in its Special Program Accreditation process:

**American Association for School Librarians (AASL)**  
*Standards for the 21st-Century Learner*  
http://www.ala.org/ala/aasl/aasproftools/learningstandards/standards.cfm

**International Society for Technology in Education (ISTE)**  
*National Educational Technology Standards (NETS): the Next Generation*  
http://www.iste.org/AM/Template.cfm?Section=NETS

**International Reading Association (IRA)**  
*Standards for Reading Professionals*  
http://www.reading.org/resources/issues/reports/professional_standards.html

**Timeline:**

- Spring/Summer 2008: Meetings with Graduate Chairs: Notification of Condition
- Fall 2008: Writing Committee develops new comprehensive exam questions
- Spring 2009: Candidates respond to new questions
- Summer 2009: Review and revision of questions

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**Condition Two**

**Additional Evidence of Adherence to Legal and Ethical Policies**

The legal and ethical use of information is one of the principal foundations upon which the UNO library science education program is based. As per requirements in the College of Education, all required and elective courses in the school library media education program contain an academic integrity statement that students acknowledge and discuss as it applies to their personal and professional journey through the program.

To highlight and clarify elements of the ethical use of information in two of the assessments submitted in the original report, changes have been made as follows:

**Assessment Four: (Attached in Section IV)**
Specific language from Standard 1.1 addressing ethics has been added to Section 2.
Specific language from Standard 1.1 addressing ethics has been added to the Section 5 rubric.

Assessment Five: (Attached in Section IV)

Specific language from Standard 1.1 addressing ethics has been added to Section 2.
Specific language from Standard 1.1 addressing ethics has been added to the Section 5 rubric.

Listed below are four additional activities/assessments [not included in original eight assessments] requiring candidates to demonstrate adherence to and communication of legal and ethical policies already embedded in the University of Nebraska at Omaha school library media coursework:

- **Academic integrity**
  - TED 8596: Teaching and Learning in Digital Environments
    - Candidates write/revise an academic integrity policy for their specific school/district

- **Copyright**
  - TED 8806: Leadership and Management
    - Candidates collect artifacts and write/include reflections addressing Codes of Ethics and copyright in their ePortfolio
  - TED 8766: Managing Collections
    - Candidates are required to discuss/include/apply copyright tenets/laws/guidelines in their Collection Development project

- **Codes of Ethics**
  - TED 8806: Leadership and Management
    - Candidates collect artifacts and write/include reflections addressing the *ALA Code of Ethics* and the *ALA Core Values of Librarianship* in their ePortfolio
  - TED 8660: Young Adult Literature
    - Candidates review and discuss the *ALA Freedom to Read/Freedom to View* statements
  - TED 8650: Children's Literature
    - Candidates review and discuss the *ALA Freedom to Read/Freedom to View* statements
Condition Three

Further explanation of the disconnect between the employed candidates and those not employed [TED 8520 Capstone Practicum]

Candidates in the required TED 8520 Capstone Practicum course are involved in activities in their assigned school field site, school districts, and local communities that: a) build upon the candidates' knowledge bases developed during their thirty hours of required coursework, and b) build upon several other field experiences embedded into the candidates' previous coursework. The activities and projects in the Capstone Practicum encourage a "whole picture" view of the profession and reinforce the skills and dispositions necessary for 21st Century school library professionals. A review of TED 8520 and its components will provide an explanation of course and program expectations to connect the guidelines/expectations for "currently employed" candidates and those identified as "not currently employed".

All candidates, currently employed and not currently employed, in the School Library Media Program: a) must successfully complete the same required coursework, and b) are engaged in the same activities and same experiences to ensure their development as Dedicated Practitioners, Reflective Scholars, and Responsible Citizens as identified in the College of Education's Conceptual Framework. Candidates not currently employed in a classroom or school library are partnered, in a variety of assessments throughout the duration of their coursework [TED 8806 Leadership, TED 8716 Reference, TED 8746 Cataloging, TED 8006 Special Methods: School Library], with a "currently employed" library media professional to ensure they have current, hands-on experiences with a diverse array of students in regional P-12 schools. Currently employed and not currently employed candidates learn and work side-by-side throughout the program, sharing both their personal and professional experiences, thus contributing valuable perspectives to their collective learning community.

All currently employed and not currently employed candidates are required to complete the following modules:

- Module One: Program Administration

  o Candidates meet with their district library media services supervisor or local educational service unit media director to discuss and review current trends and initiatives relevant to school library media services within their school districts;
• Module Two: Professional Development/Life Long Learning

○ Candidates identify and attend two professional development activities in their geographic region during the semester enrolled in TED 8520 to gain information and skills that enhance instruction, services and other programming in 21st Century School Libraries;

• Module Three: Collaboration/Teaching and Learning

○ Candidates design and teach a collaborative information literacy instructional unit during which there are two observations on site by the candidates' university school library media practicum supervisor;

• Module Four: Connections Library Community

○ Candidates interview one secondary and one elementary school librarian outside the candidate's own district/school to see and learn the myriad of other ways to do programming, provide services, establish policy and procedures, and promote one's program;

• Module Five: Field experiences in TED 8520 for currently employed and not currently employed: (distinction/rationale for difference between two groups)

○ Currently Employed Candidates:

Candidates who are currently employed in a classroom or school library while enrolled in TED 8520 engage students, faculty and administration in their current instructional setting every day during the course to demonstrate the standards-based skills and dispositions required for successful completion of the course. In addition to the design and completion of all other TED 8520 course requirements in a candidate's current setting, candidates must complete a total of 40 hours of on-site work: 20 hours on-site in an elementary school library media setting and 20 hours on-site in a secondary school library media setting during which candidates work with a carefully selected, credentialed school librarian mentor to observe and participate in all instructional, administrative, and outreach activities. The experiences are designed and completed by candidates during their hours on-site with students and their mentors to enable candidates to acquire/enhance the skills and dispositions for their roles as "teacher, instructional partner, information specialist, and program administrator" (AASL, 1998). With AASL’s recent adoption of the Standards for the 21st-Century Learner, capstone activities and experiences are currently being re-tooled
and re-written to enable candidates to develop the skills and dispositions to support P-12 students' abilities to "inquire, think critically, and gain knowledge; draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge; share knowledge and participate ethically and productively as members of our democratic society; and pursue personal and aesthetic growth" (AASL, 2007).

- **Not Currently Employed Candidates:**

Candidates who are not currently employed in a classroom or school library media center while enrolled in TED 8520 have a more stringent requirement in terms of required on-site hours in a school library media center to provide them with recent instructional experiences in 21st Century educational environments. The school library media endorsement in Nebraska is a P-12 endorsement requiring candidates to gain experience in both elementary and secondary school library settings. Candidates are assigned to a credentialed, carefully selected school library mentor for a nine-week, all day elementary placement and another credentialed, carefully selected school library mentor for a nine-week secondary placement. The additional "soak" time in a 21st Century teaching and learning school library environment provides candidates with the opportunity to renew, refurbish and retool the teaching, information and administrative skills that they'll need to direct a 21st Century school library program. Candidates not currently employed gain "recent teaching experience" in elementary and secondary school libraries, enabling them to have an immediate impact on teaching and learning when hired to direct a school library program.


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**Condition Four**

Evidence of a move toward breakdown of data to show candidate performance on individual scored items within the assessment

Data has been available and archived for individual items within identified assessments since 2005 but was not provided in that level of detail in the original report. In response to this condition for the revised report, data on individual items for the final reporting semester has been provided in Assessments Two through Eight to show evidence of the ability to document candidate performance on individually scored items within assessments. *(See attachments for Assessments 2, 3, 4, 5, 6, 7, 8 in Section IV)*
To enhance the school library media program’s ability to archive and display data specific to individual criteria within assessments for future reports, the following components are being developed to prepare for systematic collection of data for purposes of program review and upcoming reports:

- Identify two or three assessments for each of the current four ALA/AASL Standards for Initial Preparation of School Library Media Specialist Preparation (2002). As the current standards will be used through 2010, it is anticipated that the identification of two to three assessments appropriate for each of the current four standards will yield data flexible enough to acknowledge and accommodate changes to standards in upcoming years.
- Align content, language and data on individual items within new and revised assessments with the 2007 AASL Standards for 21st-Century Learners.
- Standardize reporting of individual and group reports within all assessments through the development of a web-based reporting and evaluation tool accessible by faculty and administration in the program and unit.
- Train regular and adjunct faculty on reporting tool(s) for identified assessments.

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**TABLE OF STANDARDS MET AND MET WITH CONDITIONS**

**STANDARD ONE: Use of Information and Ideas**

1.1.......................... Met with Conditions
1.2.......................... Met
1.3.......................... Met
1.4.......................... Met with Conditions

**STANDARD TWO: Teaching and Learning**

2.1.......................... Met
2.2.......................... Met
2.3.......................... Met with Conditions

**STANDARD THREE: Collaboration and Leadership**

3.1.......................... Met
3.2.......................... Met
3.3.......................... Met

**STANDARD FOUR: Program Administration**
STANDARDS MET WITH CONDITIONS

CHANGES MADE TO ADDRESS CONDITIONS

1.1 Efficient and ethical information-seeking behavior

Specific changes to the following assessments are indicated in *italics* in attachments in Section IV of Revised Report.

[This condition was also addressed in the narrative for Condition One to identify other activities and experiences throughout the program that meet the intent of Standard 1.1.]

The Met with Conditions comments in the report stated that "the link to adhering to and communicating legal and ethical policies is weak; this link is probably evident in the program but is not articulated convincingly in any of the assessments". To better articulate and highlight when, where and how candidates demonstrate their ability to "adhere to and communicate legal and ethical policies", the following adjustments have been made to two assessments as follows:

Assessment Four:

- The addition of a statement in "Alignment with Standards" that articulates the requirement for candidates to secure permission for all digital elements embedded in their multimedia presentation. Ensuring candidates understand their own ethical responsibilities in relation to the ethical use of information in presentations and projects will support the candidates' ability to communicate the rationale and support all processes involved in the ethical use of information for their teachers and P-12 students.
- A line inserted into "Description of Assignment" to again articulate the requirement for candidates to secure permission for all digital elements embedded in their multimedia presentation.
- Category in rubric was renamed to better articulate emphasis of category and language inserted to support evaluation of legal and ethical processes.

Assessment Five:

- The addition of a statement in "Alignment with Standards" that articulates the requirement for candidates to include discussions of the "ethical information-seeking behavior" with P-12 students regarding legal access to information databases from home (remote access) via
passwords/licensing provided by the Nebraska Library Commission for target audiences (school and community). This discussion will enhance P-12 students (and their teachers) understanding of their specific access privileges and responsibilities for the state-supported/state-licensed databases used by P-12 students in collaborative unit.

- A new line inserted into "Description of Assignment" to again articulate the requirement for candidates to discuss P-12 students' access privileges and responsibilities when using state-supported/state-licensed information databases.
- New category inserted in rubric to support emphasis on ethical information-seeking behavior.

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**1.4 Stimulating learning environment**

Specific changes to the following assessments are indicated in *italics* in attachments in Section IV of Revised Report.

The Met with Conditions comments in the report stated "Assessment 2 could potentially address this aspect but is not delineated as such. Assessment 8 could be stronger in supporting this standard, but neither the assessment nor the rubric provides evidence of the importance of the learning community." To better articulate and highlight when, where and how candidates demonstrate their ability to create and sustain a "stimulating learning environment", the following adjustments have been made to two assessments as follows:

**Assessment Two:**

- The delineation of, revisions to, and changes made to statements in the "Alignment with Standards" that articulate how specific requirements within the assessment correlate with candidates' ability to develop and maintain a positive educational climate and stimulating learning environment.
- A new line inserted into "Description of Assignment" to again articulate the requirement for candidates to carefully consider how resources, services, facilities and programming support a positive and stimulating learning environment.
- New language for a majority of categories in rubric to support emphasis on and evaluation of candidates' ability to develop and maintain a positive and stimulating learning environment.

**Assessment Eight:**

- Additional information provided in "Brief Description of Assessment" to highlight connection of assessment to standard.
- The delineation of, revisions to, and changes made to statements in the "Alignment with Standards" that articulate how specific requirements within the assessment correlate with candidates ability to develop and maintain a positive and stimulating learning environment.
- A new line inserted into "Description of Assignment" to again articulate the requirement for candidates to carefully consider how resources, services, facilities and programming support a positive and stimulating learning environment.
New category inserted in rubric to support emphasis on and evaluation of candidates' ability to develop and maintain a positive and stimulating learning environment.

2.3 Information Literacy Curriculum

Specific changes to the following assessments are indicated in *italics* in attachments in Section IV of Revised Report.

The Met with Conditions comments in the report stated "There is evidence in Assessments 4 and 6 related to the use of technology; however, neither addresses how the information literacy curriculum is integrated with content curriculum. Assessment 5 has the potential to do so and is listed in the chart but not documented in the Alignment with Standards portion of the assessment." To better articulate and highlight when, where and how candidates demonstrate their ability to "integrate information literacy curriculum with content curriculum", the following adjustments have been made to two assessments as follows:

**Assessment Four:**

- Additional information provided in "Brief Description of Assessment" to highlight connection of assessment to standard.
- The delineation of, revisions to, and changes made to statements in the "Alignment with Standards" that articulate how specific requirements within the assessment correlate with candidates' ability to incorporate technology as a means to integrate information literacy curriculum with content curriculum.
- A new line inserted into "Description of Assignment" to again articulate the requirement for candidates to carefully consider instructional design that incorporates technology as a means to integrate information literacy curriculum with content curriculum.
- Rewording of language in two rubric categories and the inclusion of a new category in rubric to support emphasis on instruction that supports P-12 students' ability to access, analyze, and present information.

**Assessment Six:**

- The delineation of, revisions to, and changes made to statements in the "Alignment with Standards" that articulate how specific requirements within the assessment correlate with candidates' ability to incorporate technology as a means to integrate information literacy curriculum with content curriculum.
- A reiteration of wording in the "Description of Assignment" to emphasize and articulate the requirement for candidates to carefully consider instructional design that incorporates technology as a means to integrate information literacy curriculum with content curriculum.
- Addition of a new category in rubric to support the evaluation of the website's ability to support integrated information literacy and content instruction.
List of Sections resubmitted in Response to Four Conditions:

Section IV:

Revised Assessments (Revisions to multiple sections): 2, 4, 5, 6, 8
Revised Assessments (Data in rubric added to address Condition Four): 3, 7

Section VI:

Response to Conditions Report

Please click "Next"

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