

## **CATEGORY I**

### **INSTITUTIONAL RESOURCES AND COORDINATION**

#### **Standard 1**

### **PROGRAM DESIGN, RATIONALE AND COORDINATION**

Each program of preparation is designed, coordinated, and based on a sound rationale to meet the particular learning objectives of the institution.

#### **PROGRAM RATIONALE**

California State University, Chico faculty and staff are dedicated to the professional preparation of educators committed to providing high quality learning opportunities for all students. The Department of Education promotes passion for learning, respect of the individual, and service to society, so that we may improve the quality of life through education. We believe that each individual has a right to access the knowledge and skills that will help him or her be an effective citizen in a democratic society. This particular belief is foundational to the department's commitment to re-establishing our program for the professional preparation of School Library Media Teachers.

School library media teachers play both a specialized and a broadly comprehensive role in supporting the education of students in California public schools. The school library media teacher (LMT) is an information specialist, a teacher, and an instructional leader who knows the K-12 curriculum and is able to utilize this knowledge in program and collection development. He or she evaluates information and instructional resources, literature and technologies and selects, organizes, and manages them for school staff and students. The school LMT is primarily a teacher with expertise in integrating information skills, resources and related technologies across curricular areas, able to assist other teachers in curriculum development. The LMT is a manager and administrator of the school library media center. Finally, the LMT understands the psychological, social and intellectual development of children and adolescents, and appreciates the diversity of our K-12 students, in order to assure learners access to information and to education for literacy which is essential for lifelong learning.

The goal of the Library Media Teacher Services Credential Program is prepare school library media teachers who are able to:

- design curriculum, instruction and learning at all school levels;
- collaborate with teachers in the integration and use of information resources in curricular and instructional plans;
- plan and manage budget, personnel, facilities, resources and technologies; and
- promote the library media program within the school community.

Inherent in all of the experiences included in the professional preparation program is the development of the candidate's understanding of the unique role of the school LMT -- one that requires a strong service orientation, and the ability to be both responsive to student/teacher needs, and proactive in the development and improvement of library media center programs.

### **PROGRAM DESIGN**

The Library Media Teacher Program is an advanced professional preparation program leading to the California Library Media Teacher Services Credential. The program is offered by the Department of Education in collaboration with the Chico Unified School District and the Meriam Library at CSU, Chico. The program, which had been suspended by CSU, Chico in 1996 due to low enrollment and lack of funding for school libraries, was redesigned in 1999 through the cooperative efforts of university faculty and librarians, and credentialed K-12 librarians from the Chico Unified School District and the Butte County Office of Education. When re-approved, the CSU, Chico LMT Program will be one of four programs in the state of California for the preparation of school library media teachers.

The program provides a sequenced, high quality curriculum for professional preparation of school LMT's. Admission to the program is available to candidates who hold a baccalaureate degree and are working toward, or already hold a basic teaching credential. All candidates are admitted to CSU, Chico through the Graduate School. Candidates are interviewed by the program coordinator prior to admission to the program.

### **Professional Program Courses**

The LMT Program consists of 28 semester units of courses. Five courses have been specifically designed for the LMT program, including supervised field experience in a school library media center. Candidates select other courses from the areas of reading and language arts, curriculum, educational administration and technology. See Table 1 for courses.

# Table 1

## UNITS AND COURSES

### LIBRARY MEDIA TEACHER SERVICES CREDENTIAL PROGRAM

COURSE NUMBERS	COURSE TITLES	UNITS
RDGL 254A or RDGL 354A	Literature for Children	3
EDCI 355A	Administration of School Media Centers	3
EDCI 355B	Organization of Materials	3
EDCI 356A	Information Access	3
EDCI 356B	Collection Development: Selection and Acquisition of Resources	3
<b>LMT Field Experience</b>		
EDCI 384	Supervised Field Experience in School Library Media Centers	4
<b>Additional Literature Courses (Select 3 units)</b>		
RDGL 254B	Literature for Adolescents	3
RDGL 357B	Books for Young Adults	3
<b>Elective Courses</b>		
<b>Select 6 units; 3 units of technology</b>		
	Candidates select 6 units from graduate level courses in curriculum, technology, or educational administration with the approval of the program coordinator. <sup>1</sup>	6
<b>TOTAL UNITS:</b>		<b>28</b>

#### **Field Experience**

Supervised Field Experience in School Library Media Centers, EDCI 384, is designed so that the candidate acquires work experience in school media centers at both elementary and secondary

<sup>1</sup> Elective course selections are suggested from courses applicable to the MA in Education, Curriculum and Instruction Option and the Administrative Services Credential Program. The program coordinator can suggest additional courses. See Appendix A for potential elective courses.

levels with teachers and students of both levels, under the guidance of experienced, credentialed LMT's. Field experiences are arranged by the program coordinator. The program coordinator also provides guidance and supervision of the candidate, and facilitates communication and liaison between the school district hosting the LMT candidate and the Department of Education. Utilizing a network of credentialed professional LMT's, field experience placements are available in many locations throughout California.

### **PROGRAM COORDINATION**

The coordinator of the Library Media Teacher Services Credential Program is responsible for direct program coordination activities. The current coordinator of the LMT Program is Mr. Peter Milbury, who is also the Librarian of Chico High School. The program coordinator is allotted three assigned weighted teaching units (AWTUs) or 25% of a teaching load per semester for meeting these responsibilities. Coordinator responsibilities include: 1) scheduling meetings of program faculty; 2) coordinating curriculum development, implementation and evaluation activities; 3) advising candidates on admissions, scheduling and credential applications; 4) recommending scheduling and staffing of courses to the department chair; 5) representing the program in strategic planning, program reviews and other university, college and department meetings as required; and 6) other significant duties as assigned by the department chair. The coordinator provides candidates with information about the interface of the LMT credential program and the Master's in Education with an Option in Curriculum and Instruction.

The department chair is responsible for the day to day operations of the department, including department budgeting, scheduling, and faculty and staff assignments. The chair works directly with the program coordinator in determining program class schedules and the appointment of part-time faculty. The department chair assists the dean in annually reviewing department and college progress in meeting the *University Strategic Plan for the Future* and reporting to the provost. The department chair serves on the Dean's Advisory Council, and the School of Education Executive Committee.

The director of Professional Education Programs and the Education Services Center serves as CSU, Chico liaison to the California Commission on Teacher Credentialing, attends Dean's Advisory Council meetings, serves on the School of Education Executive Committee and chairs the Credential Programs Committee. The director also attends meetings of the Northeastern Regional Curriculum Committee to maintain School of Education connections with regional county offices of education.

LMT Program faculty and representatives of the Meriam Library, Chico Unified School District libraries and the Butte County Office of Education Instructional Resources Center meet for planning and evaluation purposes. They discuss topics such as program courses, the schedule of classes, and field experience locations, follow-up, and improvement of course content and delivery. An intent of this group is to utilize innovative methods including technology to deliver portions of the LMT Program.

### **KEY COMMITTEES AND GROUPS**

The **Credential Programs Committee** addresses issues related to all professional education programs offered through the School of Education at CSU, Chico. Issues may include program specific policies, procedures and concerns regarding a specific student, Commission on Teacher Credentialing regulations and updates, responsibilities, and office operations. The committee ensures that decisions are made equitably and with consistency regardless of the personnel involved, and also ensures that communication is open and timely. Committee members consist of the Professional Education Programs Director and the coordinators of the all professional education programs.

The **All University Responsibility for Teacher Education Committee (AURTEC)** is the official university body charged with reviewing developments in subject matter preparation and professional education programs. AURTEC sponsors cross-campus collaboration and communication regarding educator preparation programs. AURTEC reports to the Academic Senate. Membership includes the Vice-Provost for Academic Affairs, the Dean of the College of Communication and Education who chairs the committee; college deans of Behavioral and Social Sciences, Humanities and Fine Arts, and Natural Sciences; the chairs of Education and Professional Studies in Education; and one faculty member from each of the three arts and sciences colleges. One of these college members is designated by the chair of the Academic Senate to represent the Senate.

### **DOCUMENTS AND ADVISING**

Information related to all professional education programs is available from the Education Services Center. This centralized source is the designated CSU, Chico information hub for pedagogy and the various credentials related to education.

Admission requirements are made available to potential candidates through the Education Services Center and the Department of Education. Department of Education staff, the LMT coordinator, and faculty also advise regarding admission and requirements of the LMT Program.

## **ASSESSMENT, AND EVALUATION**

### **Program Evaluation**

Program evaluation is conducted several ways, including feedback from candidates, student evaluation of faculty, and surveys of recent graduates and their employers. Additional feedback is considered at any time and in any context; for instance, when the program coordinator, faculty or department chair hear suggestions, accolades, or complaints, this information is brought back to a subsequent meeting of faculty and collaborators and considered there.

### **Candidate Assessment**

Candidate competence is assessed throughout the LMT Program. In course work, faculty use a variety of assessment instruments including journals, written and oral assignments, portfolios, projects, quizzes, exams, etc. During field experiences, the cooperating LMT and the program coordinator complete observations of the candidate. An exit interview is conducted prior to program completion and recommendation for the credential.

## **CATEGORY III**

### **CURRICULUM**

#### **Standard 11**

#### **PREPARATION FOR RESPONSIBILITIES AS A LIBRARY MEDIA TEACHER**

Prior to assuming responsibilities as a library media teacher, the candidate will have completed a required sequence of professional courses and field experiences that address the standards of competency and performance in Category IV.

The Library Media Teacher Services Credential program at CSU, Chico provides a sequenced curriculum of courses, including a supervised field experience for professional preparation of school LMT's. The program's focus is on skills and knowledge related to the integration of the library media program into the K-12 curriculum. The application of computer based technology in school library media centers is a major consideration in our core courses, and during the supervised field experience.

Admission to the program is available to candidates who hold a baccalaureate degree and are working toward, or already hold a basic teaching credential. All candidates are admitted to CSU, Chico through the Graduate School. Candidates are interviewed by the program coordinator prior to admission to the program.

The LMT Program consists of 28 semester units of courses. Five courses have been specifically designed for the LMT program, including supervised field experience in a school library media center. Candidates select other courses from the areas of reading and language arts, curriculum, educational administration and technology. See Table 1 on page 3 for courses.

In the process of completing the program, the following occurs:

1. In an initial interview, and in each of the courses, through a review of course syllabi and rubrics, which are available in print form and on the Web, candidates are informed of course competencies and the expected level of performance.
2. In each of the courses exemplary classroom teaching practices and services, collaborative teaching experiences and curriculum development are modeled. Candidates experience practical, problem based learning under the guidance and support of university faculty and K-12 school librarians who are conversant with recent developments and practices in the field.

3. A portfolio of student work is required to be developed by each of the candidates throughout his or her participation in the LMT Program. Candidates' portfolio components in individual courses are reviewed by course instructors. The program coordinator reviews candidate portfolios periodically.
4. Coursework prepares candidates to utilize multiple strategies that promote equitable learning opportunities for students in the library media center, including effective approaches for culturally, ethnically, and socio-economically diverse populations. Candidates learn these strategies through field experiences, library observations, and contacts with practicing school librarians in a variety of settings throughout the service area.
5. Each candidate acquires skills and knowledge to apply instructional strategies that are appropriate for each grade level through numerous observations, interviews, practicums, and field experiences at all grade levels, in all of the core courses and in *EDCI 384 Supervised Experience in School Library Media Centers*.

#### Assessment

Course instructors and the program coordinator assess each candidate to determine readiness to assume full responsibility for a library media program. Assessment is guided by a checklist correlated with CCTC Standards. Periodically, progress is reviewed with the candidate by the program coordinator. Copies of the checklist are also provided to the candidate and supervising LMT just prior to the supervised field experience. The candidate, supervising library media teacher and the program coordinator meet to review the field experience expectations and the ways in which the candidate will accomplish them. At any time that assessment indicates the candidate needs assistance in making successful progress, the candidate will be provided with additional instruction.

## CATEGORY IV

### CANDIDATE COMPETENCE AND PERFORMANCE

#### Standard 12

#### INFORMATION SPECIALIST

Each candidate demonstrates the knowledge and skill to provide for policy development, selection, evaluation, utilization and management of information resources and technology.

The Library Media Teacher Services Credential program at CSU, Chico prepares the future Library Media Teacher for a role which addresses the problems associated with a vast and expanding body of available information. Integral to this role is an understanding of the unique information needs of the students and teachers in K-12 schools and districts. In order to accomplish this, the LMT must demonstrate the knowledge and skills to provide policy development, selection, evaluation, utilization, and management of information resources and technology through a library media curriculum, which applies information literacy skills.

The following courses are most directly responsible for the development of the information specialist role of the LMT:

In EDCI 355A *Administration of School Media Centers* and EDCI 356A *Information Access*, candidates learn and practice how to plan and develop the philosophy/goals of the library media program; develop flexible policies for use of resources to ensure maximum and equal access; develop users' knowledge and skills for use of all types of resources effectively, including emerging technologies; and provide assistance in locating information.

In EDCI 355B *Organization of Materials* and EDCI 356B *Collection Development: Selection and Acquisition of Resources*, candidates learn and practice how to select, use, organize, catalog, and manage information resources and technology through the use of information literacy models. Additionally, candidates assess emerging technologies for applications to the instructional program.

In addition, in elective courses such as EDCI 275 and EDCI 375 *Use of Computers & Instructional Media Throughout the Curriculum I & II*, candidates have the opportunity to use and produce instructional media and to apply effective integration of instructional technology in all curricular

content areas.

Assessment

During EDCI 384 *Supervised Experience in School Library Media Centers*, the candidate plans and implements instructional activities, including a staff development activity, that reflects and demonstrates the skills learned in the courses described above. Documentation of these activities is included in the candidate's portfolio.

## Standard 13

### INSTRUCTIONAL LEADER

Each candidate demonstrates the knowledge and skill to provide leadership in the systematic design, implementation and assessment of curriculum, instruction and learning.

The Library Media Teacher Services Credential program at CSU, Chico prepares the future LMT for a role that is engaged with the curriculum of the school. Building on a foundation, which includes either holding a California teaching credential, or preparing for a teaching credential, candidates learn and apply skills that address the unique role of the LMT in the school setting. This role involves innovation in instructional design, the application of curriculum development, implementation and assessment processes and skills through collaboration with teachers and staff, and additional involvement in the planning and offering of staff development activities.

The following four courses are most directly responsible for the development of the instructional leader role of the LMT:

In EDCI 355A *Administration Of School Media Centers*, candidates learn about and practice accessing recent research on curriculum design. They actively participate in school-wide curriculum development committees; and collaborate with teachers to integrate instructional resources (such as core literature) into the development of instruction and learning across all curriculum areas. Candidates become familiar with, and apply in their projects, current instructional design models for the development of curriculum and instruction, with special emphasis on the integration of the school library media program into the school curriculum.

In EDCI 355B *Organization of Materials*, candidates learn about and practice relating information resources to all curricular content areas of the school to enhance teaching and learning processes. Candidates learn about and practice organizing information resources for effective instruction through systematic processes, which facilitate effective use of school library media resources and technology.

In their technology elective, courses such as EDCI 275 or EDCI 375 *Use of Computers & Instructional Media Throughout the Curriculum I & II* and EDCI 374 *Computer Graphics and Presentation In the K-12 Curriculum*, candidates develop instructional strategies and apply instructional technology to learning processes. This includes application of instructional design

processes and skills through collaboration with teachers and staff, and additional involvement in planning and offering staff development activities.

#### Assessment

During *Supervised Experience in School Library Media Centers*, EDCI 384, the candidate will plan and implement instructional activities, including a staff development activity that reflects and demonstrates the skills learned in the courses described above. Documentation of knowledge and skill in instructional leadership will be included in the candidate's portfolio.

## Standard 14

### TEACHER

Each candidate demonstrates the knowledge and skill to plan, teach and evaluate cooperatively with teachers of all curricular areas. They will need to know how to plan and teach the integrated use of information skills, current and emerging technologies, literature and other resources, literature-based instruction, critical thinking, and the design and production of instructional materials.

A key position of the Library Media Teacher Services Credential program at CSU, Chico is that the school library media teacher is jointly responsible with school staff members to ensure that students develop an understanding of, appreciation for, and skills in systematic inquiry and critical thinking related to the use of school library resources to meet learning objectives of the school and district.

The ability to plan curriculum and instruction is an essential component of a school LMT's skills. The program requires that all candidates hold a Multiple or Single Subject credential prior to the completion of the program. In addition, all LMT candidates receive instruction and practice in the design and planning of activities and lessons, that reflect the unique role of the LMT in the school's curriculum. This is reflected in a portfolio, both electronic and print, that they develop to document their progress, knowledge and skills.

The following courses describe how the program addresses preparation of the candidate for the teacher role:

RDGL 254A *Literature for Children*, RDGL 254B *Literature for Adolescents*, and RDGL 357B *Books for Young Adults*, each motivate and guide candidates in the development of reading, listening and viewing skills and the appreciation of literature for elementary and secondary students, including the development of critical thinking skills for lifelong learning.

EDCI 356B *Collection Development: Selection and Acquisition of Resources* makes use of collection development tools, including those for evaluation, selection, and acquisition; the English-Language Arts Framework and Standards, and a variety of other documents as guides for collection development and literature aligned with curriculum.

EDCI 355A *Administration of School Media Centers*, EDCI 356A *Information Access*, and EDCI 355B *Organization of Materials*, each provide for experiences in which candidates plan and teach information skills to assist users in developing systematic inquiry in locating and using information and ideas.

EDCI 275 and EDCI 375 *Use of Computers & Instructional Media Throughout the Curriculum I & II*, provide experiences and opportunities in which candidates use a variety of instructional methods with different user groups, and demonstrate the effective use of new media and technologies.

EDCI 356A *Information Access* assures that candidates have opportunities to learn about and practice developing the skills necessary to provide assistance in the use of technology and other tools to access information outside the school library media center.

EDCI 384 *Supervised Experience in School Library Media Centers* provides field experience in working with teachers. It is in this set of field experiences that candidates refine their skills learned in the previous described courses, and demonstrate that they are able to plan and teach cooperatively with teachers in all curricular areas and at all K-12 levels.

## Standard 15

### ADMINISTRATIVE LEADERSHIP

Each candidate demonstrates knowledge and skill in providing leadership in planning, budgeting, promoting/marketing, implementing and evaluating school library media programs to meet established educational goals.

The Library Media Teacher Services Credential program at CSU, Chico places a high value on the administrative leadership role of the LMT due to our belief that the library media program is an integral part of teaching and learning in the school. The school library media teacher, in order to be effective, must translate the mission, goals, objectives, policies and procedures of the school library media program into action through effective leadership, planning, and evaluation.

Several courses of the program provide candidates with opportunities to learn and practice administrative leadership skills. However, EDCI 355A *Administration of School Media Centers* is the course in which LMT candidates most directly address the skills related to administrative leadership. In addition, EDCI 384 *Supervised Experience in School Library Media Centers*, provides numerous opportunities to apply, develop and demonstrate these important skills.

In EDCI 355A *Administration of School Media Centers*, candidates read about and discuss current and accepted practices, meet and interview successful LMT's and administrative practitioners, engage in role playing and problem based learning situations and scenarios, create budgets and proposals, post messages to professional online conferences and discussion groups related to administrative leadership roles and services, and observe a variety of school library media centers with respect to this role.

When candidates have completed the school media center administration course and their supervised field experience, they will have learned knowledge and skills appropriate to the administrative leadership role, and be able to:

- Develop short and long-range plans with teachers, administrators, and community members to meet the goals of a comprehensive school library media program, in a manner so as to be integral to the school's educational goals and processes.

- Develop a budget for facilities, personnel, resources and technology that reflects the needs, goals and objectives of the school library media program.
- Define personnel needs, write job descriptions, identify procedures for securing qualified people, develop personnel competencies and evaluate staff performance.
- Assess existing and emerging technologies and apply them when appropriate to provide for the efficient management, administration and implementation of an effective school library media program. Establish procedures for evaluating the extent to which program goals and objectives have been achieved.
- Develop a clear understanding of information on the important role of the school library media program and publicize services and resources of the program effectively.
- Develop plans to promote the role of the school library media program to the school community for the purpose of increasing use, ensuring adequate financial support, and improving visibility and status of the program.

*Supervised Experience in School Library Media Centers* provides numerous opportunities for the LMT candidate to work alongside a successful, credentialed LMT, to be mentored by that LMT, and to practice and apply the knowledge and skills outlined above. Placements are made so that candidates work with students and teachers of all K-12 grade levels.

#### Assessment

The program coordinator and supervising LMT observe the candidate during the performance of key activities which demonstrate the candidate's competence to apply administrative leadership skills. Debriefing sessions and conferences with candidates allow for the review of candidate performance. Candidates document their abilities in this standard in their portfolios.

## Standard 16

### MANAGEMENT AND ORGANIZATION

Each candidate demonstrates knowledge and skill in implementing the goals, objectives, policies and procedures for the school library media program. These include budgeting, acquisition, processing, circulation, delivery and maintenance of information resources and technologies; and management of personnel, facilities and technical services.

The school library media teacher must be able to translate goals and objectives into workable plans and effective and efficient actions for successful media center operation. Successful management in the areas of resources, budget, personnel, facilities, and technical services are essential.

Four courses provide the basis for the LMT candidate to learn and demonstrate the knowledge and skills necessary to perform these critical functions:

EDCI 355A *Administration of School Media Centers* provides the candidate with current information, guidelines, official policy documents, standards, practices, and opportunities for observation of planning sessions with successful LMT's, such that they will be knowledgeable and conversant in the following areas:

- Allocating budgeted funds based on cooperative planning with an advisory committee that has considered needs, objectives, formulas and state and national standards.
- Describing characteristics of adequate facilities for the school library media program and arranging existing facilities to the best advantage based on needs and objectives.
- Developing procedures for training and evaluating all library personnel including student assistants and volunteers.
- Providing policies and procedures that assure efficient and effective acquisition, cataloging, processing, circulation, storage, maintenance and retrieval of resources and equipment.

- Planning the organization and direction of the school library media center program by establishing a working structure within which individual library staff members function as a team to carry out assigned responsibilities designed to meet overall goals and objectives.

In EDCI 355B *Organization of Materials*, candidates develop policies, procedures, and accurate, efficient retrieval systems for resources and equipment. They acquire and practice skills that enable them to appropriately catalog and classify informational resources and make them available for circulation to library media center users.

In EDCI 356B *Collection Development: Selection and Acquisition of Resources*, candidates learn to develop policies and procedures related to the evaluation, selection, and prudent and efficient methods for acquisition of information resources, in all formats, to meet the needs and interests of diverse users; to develop budgets for resources; and to develop collaborative processes with students, teachers, and other community members to determine acquisitions.

EDCI 384 *Supervised Experience in School Library Media Centers* provides numerous opportunities for the LMT candidate to work, to practice and apply the knowledge and skills of management and organization under the mentorship of a successful, credentialed LMT. Placements assure that candidates work with students and teachers of all grade levels.

#### Assessment

Both the Program Coordinator and supervising LMT observe the candidate conducting management and organization activities, and confer with the candidate about progress and competencies. Candidates document their abilities in relation to this standard in their portfolios.

**Standard 17**  
**COMMUNICATION**

Each candidate demonstrates the ability to communicate effectively with students, staff, administrators and the general public.

The Library Media Teacher Services Credential program at CSU, Chico recognizes the importance of effective communication of school library media program goals, needs, and accomplishments to administrators, teachers, students, parents and the community so that the program is responsive to user needs and a shared commitment is created. The program prepares the candidate for effective communication in several of its courses.

Candidates learn and practice various communications processes involved in the development of budgets, determining a public relations and communications program related to library program activities, and collaborating with teachers for instructional development, and a library advisory committee in EDCI 355A *Administration of School Media Centers*. Candidates learn how to listen and respond to the needs of students, staff, and administration; establish rapport and foster mutual respect within the school community to create a positive attitude among users of services; use appropriate and effective oral, written and media based communication techniques for a variety of audiences; apply appropriate techniques of public relations, communication and group dynamics; and work as an effective team member.

In EDCI 356B *Collection Development: Selection and Acquisition of Resources*, as part of the process of developing selection and acquisitions policies that reflect the needs of the school, district and community, candidates learn and practice appropriate and effective oral, written and media based communication techniques for consultation and collaboration with faculty, students and community members. This process also helps candidates learn and practice the skills to work as an effective team member.

EDCI 384 *Supervised Experience in School Library Media Centers* provides numerous opportunities for the LMT candidate to work alongside, to practice and apply the knowledge and skills outlined above, under the mentorship of a successful, credentialed LMT. Placements assure that candidates work at all grade levels.

### Assessment

The program coordinator and supervising LMT observe the candidate's communication skills and guide the candidate's progress toward improved communication skills. Examples of communication materials and observations of the candidate document skills in the candidate's portfolio.

## Standard 18

### DIVERSITY

Each candidate demonstrates skill in selecting, preparing, evaluating and using instructional strategies, activities and resources that are appropriate to the diverse needs, interests and learning styles of all students and that may relate to differences such as ethnicity, culture, gender, physical or mental capabilities, language and socio-economic background.

The Library Media Teacher must be sensitive to the diversity which exists in student populations, and be able to assess and use strategies, techniques, and media that maximize all students' abilities to learn. The program prepares its candidates to do so in a variety of classes and experiences.

Diversity is an important factor in preparing candidates for teaching and selection of literature, reading and other library materials for children and young adults. Therefore, the several courses are available to prepare candidates in this area. RDGL 254A *Literature for Children*, RDGL 254M *Literature for a Multicultural World*, and RDGL 357B *Books for Young Adults*, each focus on acquiring familiarity with the rich profusion of children's and adolescent literature from different cultures. These courses provide guidelines for developing quality collections of literature for all students. Candidates learn to identify individual differences and be sensitive to the cultural heritage, community values and the aspirations of diverse populations of media center users.

In EDCI 356B *Collection Development: Selection and Acquisition of Resources*, candidates learn and practice the selection of appropriate information sources that will meet the abilities, and interests of diverse users; and model positive attitudes that are accepting and appreciative of diversity.

EDCI 384 *Supervised Experience in School Library Media Centers* provides numerous opportunities in multicultural settings for the LMT candidate to work alongside, to practice, and to apply the knowledge and skills outlined above under the mentorship of a successful, credentialed LMT. Placements assure that candidates will work with all grade levels and have learning experiences diverse student populations.

#### Assessment

The program coordinator and supervising LMT observe and meet with the candidate during the performance of key activities that demonstrate the candidate's competence related to diversity. Examples of the candidate's work in this area are documented in the portfolio.

## Standard 19

### HUMAN RELATIONSHIPS

Each candidate demonstrates the ability to promote compatibility among students and staff and to work effectively with the school community.

The Library Media Teacher Services Credential program at CSU, Chico assures that its LMT candidates are prepared to serve students and teachers who are ethnically, culturally, linguistically and socio-economically diverse. It prepares them to do so in a variety of ways and in several courses.

One way that LMT candidates acquire human relations skills is through a deeper understanding of diverse literature for children and young adults. LMT candidates are prepared to teach and select literature, reading and other library materials in several courses of the program, such as RDGL 254A or RDGL 354 *Literature for Children*, RDGL 254M *Literature for a Multicultural World*, and RDGL 357 *Books for Young Adults*.

In addition, in EDCI 355A *Administration of School Media Centers*, candidates learn about and practice working effectively with students and teachers, including those who are different from the candidate in ethnicity, culture, gender, and language, or socio-economic background. They further understand, appreciate and are sensitive to the cultural heritage, community values and individual aspirations of the diverse school community; and use techniques of group dynamics to encourage individuals to work together effectively.

These skills are also emphasized in EDCI 356B *Collection Development: Selection and Acquisition of Resources*. Candidates learn about and practice skills in selecting books and materials for diverse populations of students and teachers that recognize an appreciation, understanding and are sensitivity to the varied cultures, communities and individual aspirations.

EDCI 384 *Supervised Experience in School Library Media Centers* provides opportunities for the LMT candidate to work alongside, to practice and apply the knowledge and skills outlined above, under the mentorship of a successful, credentialed LMT. Placements are made to assure that candidates work with all grade levels and have experiences applying skills that address the diversity of school communities.

### Assessment

The program coordinator and supervising LMT observe and assess the candidate applying human relations skills and understandings. Examples of abilities, including observation reports, in human relationships are documented in the candidate's portfolio.

## Standard 20

### LITERATURE AND LITERACY

Each candidate, through continuing personal involvement, demonstrates knowledge of traditional and contemporary literature for children and young adults. The candidate also demonstrates skill in individually and collaboratively preparing and implementing programs and activities which promote reading, listening, viewing and critical thinking skills for literacy and enjoyment of literature at all ages and stages of development.

The school library media teacher must be able to assist teacher developing curriculum that ensures K-12 students' ability to read, view, and listen for information, to think critically and respond to resources, and to use literature for pleasure so that students are prepared to function in an information society. The school library media teacher must be prepared to collaboratively implement literature-based curricula related to California frameworks and standards.

The program offers several courses which prepare candidates in this area: RDGL 254A *Literature for Children*, RDGL 254M *Literature for a Multicultural World*, and RDGL 357B *Books for Young Adults*. Each focus on helping candidates acquire an understanding of the breadth of literature for children and young adults, and learn skills that promote interest in reading, viewing, listening, and critical thinking.

In EDCI 356B *Collection Development: Selection and Acquisition of Resources*, candidates learn to provide for a well-developed and current collection of resources in areas of literature and information in a variety of print, non-print, and electronic media, that promote interest in reading, viewing, listening, and critical thinking. Candidates also learn to select, evaluate and recommend quality literature and other related resources for various ages and needs.

In EDCI 355A *Administration of School Media Centers*, candidates learn to work with teachers and parents to motivate and promote independent reading, listening, and viewing among students as lifelong learners. Candidates learn to work with teachers to integrate literature in all curricular areas. Candidates also practice collaborating with teachers to improve student skills related to the promotion of literature and to improve literacy.

EDCI 384 *Supervised Experience in School Library Media Centers*, provides opportunities for the LMT candidate to work alongside a successful, credentialed library media teacher and to practice

and apply the knowledge and skills in literature and literacy. Placements assure that candidates work with all grade levels.

#### Assessment

The program coordinator and supervising LMT observe the candidate during the performance of key activities which demonstrate the candidate's abilities in literature and literacy. Examples from field experiences and courses that document ability on this standard can be found in candidate portfolios.

## Standard 21

### ACCESS

Each candidate demonstrates knowledge and skill in developing a school library media program dedicated to providing all students and staff open and equitable physical and intellectual access to information and ideas.

One of the most important roles of the school library media teacher is to provide access to information. In the performance of this role the LMT must be able to provide to his or her school intellectual and physical access to information, technology, ideas, and skills for diverse cultural and ethnic needs and ever-changing societal and career needs, across disciplines. The following courses provide experiences for candidates to obtain the knowledge and skills and to conduct this role effectively:

EDCI 355A *Administration of School Media Centers*

EDCI 355B *Organization of Materials*

EDCI 356A *Information Access*

EDCI 356B *Collection Development: Selection and Acquisition of Resources*

EDCI 384 *Supervised Experience in School Library Media Centers*

In *Administration of School Media Centers* and *Collection Development: Selection and Acquisition of Resources*, candidates learn about and practice establishing and using written selection policies and review procedures, approved by the governing board, that ensure unrestricted access to information and ideas needed in a democratic society, promote intellectual freedom and provide a comprehensive procedure for the review and consideration of challenged materials.

In *Administration of School Media Centers*, *Information Access*, *Collection Development: Selection and Acquisition of Resources* and *Organization of Materials*, candidates learn about establishing collection development policies to ensure access to a broad range of resources, representing varying points of view, a wide variety of formats, levels of difficulty, interests, languages, and ethnic and cultural emphases.

In the four courses of the EDCI 355 and 356 series they learn and practice skills to articulate and promote concepts presented in basic access documents, including, but not limited to the Library Bill of Rights, Access to Resources and Services in the School Library Media Program (AASL), and Student's Right to Read, in addition to mainstreaming students as prescribed by law.

In *Administration of School Media Centers and Information Access*, candidates learn skills and knowledge related to encouraging adherence to copyright laws and guidelines and the ethical use of copyrighted materials in order to ensure continued access to quality resources.

In *Administration of School Media Centers, Organization of Materials and Information Access*, candidates learn to ensure and protect rights of privacy and confidentiality for students and teachers in their use of print, non-print, and computer materials and all technologies.

In *Collection Development: Selection and Acquisition of Resources, Administration of School Media Centers and Information Access*, candidates learn the skills that allow them to develop a plan to provide open access to all library resources at all times for all students and staff.

In these EDCI 356A, EDCI 355B, and EDCI 356B candidates identify, select, use, and manage the technologies that make information and ideas available in a wide variety of formats.

EDCI 384 *Supervised Experience in School Library Media Centers* provides numerous opportunities for the LMT candidate to work alongside a successful, credentialed LMT, to be mentored by that LMT, and to practice and apply the knowledge and skills outlined above. Placements assure that candidates work with teachers and students at all K-12 grade levels.

#### Assessment

Both the program coordinator and supervising LMT observe the candidate during the performance of key activities that demonstrate the candidate's competence to ensure access to information, and guide the candidate to improvement of these skills. Examples of the candidate's accomplishments in providing access are documented in the portfolio.

## Standard 22

### PROFESSIONALISM

Each candidate demonstrates personal responsibility to the profession and a broad understanding of the role of the profession in society. The candidate demonstrates potential for development through self-assessment and cooperation with other members of the profession and the school community.

The Library Media Teacher Services Credential program recognizes that school LMT's must develop philosophical perspectives that are based on ethical behavior, active participation in professional organizations and continuing professional growth. Candidates focus most directly on the skills, knowledge and practices that encourage professional growth as an LMT in EDCI 355A *Administration of School Media Centers*. However, candidates learn about and develop the professional's knowledge and skills in all courses of the program.

In EDCI 355A candidates identify the role and importance of the school library media program as it relates to the school and other types of libraries and information agencies. For example, the course requires candidates to participate in professional groups and/or activities, so that they experience first-hand why it is important to maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications.

In addition, other courses of the program promote professionalism in the areas of subject matter content:

EDCI 355B *Organization of Materials* focuses on professionalism in the historical context, including the development of professional analytical strategies, processes, classification systems and standard resources used by the LMT.

EDCI 356A *Information Access* provides candidates with the professional contacts, resources, skills and strategies related to the location, selection and access to information.

EDCI 356B *Collection Development: Selection and Acquisition of Resources* provides the candidate with professional contacts, resources, skills and strategies related to the principles and policies of evaluation, selection, acquisition, maintenance, reconsideration, challenges, and discarding of library/media and technology resources.

In all of the literature courses, candidates become familiar with the associations, publications and other professional resources available to them.

Throughout the program candidates work individually and collectively to advocate and promote opportunities to improve the profession. In all courses of the program they engage in self-evaluation and self-directed learning for professional growth. Through periodic meetings with the program coordinator candidates are apprised of their progress with respect to their obligation to exhibit ethical behavior and promote intellectual freedom.

EDCI 384 *Supervised Experience in School Library Media Centers* provides opportunities for the LMT candidate to practice and apply the knowledge and skills of professionalism, under the mentorship of a successful, credentialed LMT.

#### Assessment

The program coordinator and supervising LMT observe the candidate and guide him or her in development as a professional. Examples of professional activities are documented in the candidate's portfolio.

## **CATEGORY V**

### **FIELD EXPERIENCES**

#### **Standard 24**

##### **FIELD EXPERIENCE PRIOR TO SERVICE AS A LIBRARY MEDIA TEACHER**

There is a procedure used by the institution for collaborating with local school administrators and library media teachers in the selection of exemplary field settings and supervising library media teachers, in the appropriate placement of candidates, and in evaluating the field experience program.

The placement of LMT candidates in exemplary field settings with effective library media teachers' positively affects the quality of field experiences in the professional preparation program. Placements are made in the context of a cooperative relationship among the Department of Education at CSU, Chico, local school administrators and practicing library media teachers. The program coordinator facilitates communication and liaison between the school district hosting the LMT candidate and the Department of Education.

Field experience for the LMT candidate is provided through EDCI 384 Supervised Experience in School Library Media Centers. Candidates submit an application for field experience when they have completed half the course work, including EDCI 355A & EDCI 355B. EDCI 384, is designed so that the candidate acquires work experience in school media centers at both elementary and secondary levels with teachers and students of both levels, and in settings that provide experiences with a diverse student population.

On-site supervision is provided by a credentialed, experienced library media teacher who models professionalism and effective practices, and observes, and provides timely feedback and guidance for the candidate. The LMT Credential Program Coordinator meets regularly with the library media teachers of the region, and visits their school library media centers to observe and determine their appropriateness for participation in the program.

Field experience is planned collaboratively by the supervising library media teacher and program coordinator around program objectives and competencies to provide opportunities for the candidate to enhance knowledge and skills through application. Collaboration is accomplished by

phone, e-mail and through in-person meetings, during which program standards and individual candidate's strengths and needs are addressed with specific plans.

A list of potential sites is maintained by the LMT Credential Program Coordinator, and continually updated. Potential placement sites are often found through contacts with county school library media teachers, and via requests for participation posted to the statewide CALIBK12 LMT discussion group. Contact by telephone is made with prospective supervising library media teachers, and if merited, followed up by site visits and personal interviews. Field experience placements are available in many locations throughout California.

Each candidate's field assignments provide the opportunity for the candidate to experience the widest possible range of library media activities. This is assured through separate placements at both elementary and secondary school libraries which offer a range of cultural and other types of diversity.

Each candidate is assessed by the supervising library media teacher and the program coordinator for readiness to assume full responsibility for a library media program. Candidates receive guidance and assistance in further developing LMT knowledge and skills. A checklist correlated with the CCTC Standards forms the basis for candidate assessment. The checklist is utilized by candidate and supervising LMT during the field experience, and the candidate, supervising library media teacher and the program coordinator when they confer to review the expectations and performance of the candidate.

A portfolio reflecting the attainment of the standards is maintained by each candidate during their participation in the program and is reviewed by both the supervising library media teacher and the program coordinator to see that progress and competencies are documented.

**CATEGORY VI**  
**COMPETENCY EVALUATION**

**Standard 26**

**Determination of Candidate Competence**

Prior to recommending each candidate for a library media teacher credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising library media teachers and one institutional supervisor, that the candidate has satisfied each Standard in Category IV.

All candidates for the Library Media Teacher Services Credential complete a summative assessment with the LMT program coordinator and the experienced, credentialed LMT who directed their field experience. This assessment reviews the candidate's performance throughout the program, provides an opportunity to examine the candidate's portfolio, and makes a final review of candidate performance and abilities on each standard in Category IV through the competency checklist (see Appendix B: Competency Checklist).

Additionally, progress toward acquiring the skills and knowledge to meet the standards is reviewed throughout the program as the LMT program coordinator confers with all candidates at least once during each semester. Candidates maintain a portfolio with examples of their work documenting accomplishments related to CCTC standards. During each core course of the Library Media Teacher Program, candidate's progress is reviewed through course assignments and portfolio by instructors.

## **Appendix A:**

# Elective Courses for the Library Media Teacher Services Credential Program

## **Elective Courses for the Library Media Teacher Services Credential Program**

EDAD 386 Supervision & Staff Development  
EDAD 390B Curriculum Administration

EDCI 313 Art for the Classroom Teacher  
EDCI 314 Creativity Trends in Education  
EDCI 336A Curriculum Development & Instruction: Arts  
EDCI 336B Curriculum Development & Instruction: Secondary English  
EDCI 336C Curriculum Development & Instruction: Mathematics Education  
EDCI 336D Curriculum Development & Instruction: Science  
EDCI 336E Curriculum Development & Instruction: Social Studies Education  
EDCI 337 Advanced Interdisciplinary Instruction  
EDCI 342 Advanced Classroom Organization & Management  
EDCI 374 Computer Graphics & Presentation: K-12 Curriculum  
EDCI 383 Analysis of Instruction

RDGL 318 Integrated Language Arts  
RDGL 254M Literature for a Multicultural World

**Appendix B:**

Competency Checklist  
for the  
Library Media Teacher Services  
Credential Program

**CHECKLIST FOR LIBRARY MEDIA TEACHER SERVICES CREDENTIAL PROGRAM**

**Key to Course Numbers**

EDCI 275/375A: Use of Computers & Instructional Media throughout the Curriculum I & II  
 EDCI 336: Learning Theory and Curriculum Development  
 EDCI 355A: Administration of School Media Centers  
 EDCI 355B: Organization of Materials  
 EDCI 356A: Information Access  
 EDCI 356B: Collection Development: Selection & Acquisition of Materials  
 EDCI 384: Supervised Experience in School Library Media Centers  
 RDGL 254A/354A: Literature for Children  
 RDGL 254B: Literature for Adolescents  
 RDGL 357B: Books for Young Adults

<b>4</b>	<b>Commission Standard # - Title</b>	<b>Courses</b>	<b>Competence and Performance</b>
	<b>12 – Information Specialist</b>	EDCI 355A  EDCI 356A	Plan and develop the philosophy/goals of the library media program; Develop flexible policies for use of resources to ensure maximum and equal access; Develop user's knowledge and skills needed to use emerging technologies effectively; Can provide assistance in locating information.
		EDCI 355B EDCI 356A EDCI 356B	Select, use, and manage information resources and technology; Use and teach information skills, including on-line search/CD-ROM/Internet.
		EDCI 275/ 375	Use and produce instructional media; Apply instructional technology in all curricular content areas.
		EDCI 384	Fieldwork experience as an information specialist
	<b>13 – Instructional Leader</b>	EDCI 355A  EDCI 355B	Access recent research on curriculum design and actively participate in the school-wide curriculum development committees; Relate the information resources to all curricular content areas of the school to enhance the teaching and Learning processes.
		EDCI 275/ 375	Develop instructional strategies and apply Instructional technology to the learning process.
		EDCI 384	Fieldwork experience in collaborating with teachers in the instructional level process.
	<b>14 – Teacher</b>	RDGL 254A	Motivate and guide students in the development of

		RDGL 254B RDGL 357B	reading, listening and viewing skills and the appreciation of literature.
		EDCI 336	Use the English-Language Arts Framework and Standards as a guide for collection development and literature curriculum.
		EDCI 355A EDCI 355B EDCI 356A	Plan and teach information skills to assist users in developing a systematic mode of inquiry in locating and using information and ideas;
<b>15 – Administrative Leadership</b>			
		EDCI 275/ 375  EDCI 356A	Use a variety of instructional methods with different user groups, and demonstrate the effective use of new media and technologies;  Provide assistance in the use of technology to access information outside the school library media center.
		EDCI 384	Fieldwork experience in working with teachers.
		EDCI 355A	Develop a philosophy and goals of a comprehensive school library media program; Prepare and administrateer a school library media program budget; Develop procedures for recruiting, training and evaluating library media staff members; Design effective use of media facilities; Develop plans for the evaluation of the library media program.
		EDCI 384	Fieldwork experience in Admin. A school library media program.
<b>16 – Management &amp; Organization</b>			
		EDCI 355A	Prepare, document and justify the budget requests based on objectives, needs assessments, and standards; Plan adequate facilities for effective utilization and maximum accessibility; Promote library media programs and publicize services and resources.
		EDCI 355B	Develop policies, procedures, and accurate, efficient retrieval systems for resource and equipment;
		EDCI 384	Fieldwork experience in managing and organizing a school library media program
<b>17 – Communication</b>			
		EDCI 355A EDCI 356B	Master strategies to articulate the library media program goals, needs and achievements to

			administrators and community; Develop and implement plans for presenting and publicizing library media programs and services; Use appropriate and effective techniques in public relations and communication.
		EDCI 384	Fieldwork experience to publicizing and promoting a school library media program.
	<b>18 – Diversity</b>	RDGL 254A RDGL 254B RDGL 357B	Identify individual differences and be sensitive to the cultural heritage, community values and aspirations of diverse users;
		EDCI 356B	Select appropriate information sources that will meet the wide range of diverse abilities, interests, and clusters of users; Display positive attitudes which are accepting and appreciative of diversity
		EDCI384	Fieldwork experience in multicultural settings.
	<b>19 – Human Relationship</b>	EDCI 355A RDGL254A RDGL 254B RDGL 357B EDCI 355A EDCI 356B	Demonstrate the ability to develop and maintain human relationships with users in the library media centers, as well as in the school community; Identify the major characteristics of human growth and relate human growth to effective information utilization; Develop and maintain effective working relationships among library media center staff members.
		EDCI 384	Fieldwork experience in developing human relations skills.
	<b>20 – Literature and Literacy</b>	RDGL 254A RDGL 254B RDGL 357B EDCI 355A EDCI 356B	Develop a well-rounded collection of literature for children and young adults; Enjoy and present literature to children and young adults; Develop, and use effectively, evaluation criteria for choosing books for readers; Encourage children and young adults to read and value readings and improve personal literacy. Master skills in analysis and critique of literature.

		EDCI 384	Fieldwork experience collection developing and support of literacy.
<b>21 – Access</b>			
		EDCI 355A EDCI 356A EDCI 355B EDCI 356B	Develop library and selection policies to ensure unrestricted access to information and ideas; Develop a well-rounded collection to meet individual needs based on difficulty, interests, languages, and ethnic and cultural emphases; Protect and respect copyright and intellectual freedom.
		EDCI 355B	Can develop efficient retrieval systems and provide effective access to information resources in the library and on the internet.
		EDCI 384	Fieldwork experience ensuring access to information and ideas.
<b>22 – Professionalism</b>			
		EDCI 355A EDCI 355B EDCI 356A EDCI 356B RDGL 254A RDGL 254B RDGL 357B RDGL 354	Identify the role of the school library media teacher Maintains a strong interest and participates actively in professional organizations and activities; Maintains a commitment to continued learning and professional growth; Articulate a philosophy of the library and information professions.
		EDCI 384	Fieldwork experience in professional development activities.
<b>26 – Determination of Candidate Competence</b>			
			Upon completion of Library Service Credential, each candidate will have demonstrated successfully those competencies on each standard cited in Category V (Standards 15- 25). Each candidate is assessed by at least two supervising library media teachers and one university supervisor.

**Appendix C:**

Course Syllabii  
for the  
Library Media Teacher Services  
Credential Program

**Appendix D:**

Faculty Vitae  
for the  
Library Media Teacher Services  
Credential Program