**New/Revised Program**

**LIBRARY MEDIA SPECIALIST**

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| **INSTITUTIONS WHOSE PROGRAMS MEET THE FOLLOWING CONDITION(S) SHOULD USE THIS APPLICATION:**  **(Submission of data with this application is inapplicable. Alignment approval is required before data can be submitted with the “Continuing Application”.)**  **Please check the area below that applies:**   * 1. New program to Educator Preparation Unit   2. Program previously determined not recognized   3. Program previously dropped or put on hiatus   4. Program previously determined recognized with conditions by a SPA with conditions other than data   5. Program resubmitting for initial approval due to revised standards   6. Program resubmitting due to significant changes within the program |

**Review Criteria**

* Program alignment to standards

**Recognition Decisions**

* **Approved with Conditions** – Program is aligned to all content standards and must resubmit program within 24 months with the required data.
* **Further Development Required** – Program does not align to all content standards and/or required documentation is not included. Program is not approved to admit candidates.

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| **1.** | **University:** |  |
| **2.** | **Program Name:** |  |
| **3.** | **Program Compiler:** |  |
| **4.** | **Date of Submission:** |  |

# 5. Accredited Educator preparation Providers seeking to add a new program to current certification offerings must submit the following documentation:

Letter of approval or other appropriate documentation that indicates the program proposal has the approval of all institutional and state (in case of state institutions) governing boards.

Letter explaining the rationale for adding the program

Section 5 completion is required for new programs only.

**6. all programs should attach the following items:**

Program Plan of Study that provides:

* Coursework required of all candidates
* Clear information about the sequence in which candidates take courses
* Documentation that practicum/clinical experiences meet the requirements established by the respective learned society
* Description of Capstone assignment, assessment, rubric, and data to be measured

# 7. identify the courses (from the plan of study) and course descriptions that address the standards in the chart below:

| **Standard** | **Course(s)** | **Course Description(s)** |
| --- | --- | --- |
| ***Standard 1: Teaching for Learning.***  ***Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.*** | | |
| **1.1** Knowledge of learners and learning |  |  |
| **1.2** Effective and knowledgeable teacher |  |  |
| **1.3** Instructional partner |  |  |
| **1.4** Integration of twenty-first century skills |  |  |
| ***Standard 2: Literacy and Reading.***  ***Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.*** | | |
| **2.1** Literature |  |  |
| **2.2** Reading Promotion |  |  |
| **2.3** Respect for diversity |  |  |
| **2.4** Literacy strategies |  |  |
| ***Standard 3: Information and Knowledge.***  ***Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.*** | | |
| **3.1** Efficient and ethical information-seeking behavior |  |  |
| * 1. Access to information |  |  |
| * 1. Information Technology |  |  |
| **3.4** Research and knowledge creation |  |  |
| ***Standard 4: Advocacy and Leadership.***  ***Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.*** | | |
| **4.1** Networking with the library community |  |  |
| **4.2** Professional development |  |  |
| **4.3** Leadership |  |  |
| **4.4** Advocacy |  |  |
| ***Standard 5: Program Management and Administration.***  ***Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.*** | | |
| **5.1** Collections |  |  |
| **5.2** Professional ethics |  |  |
| **5.3** Personnel, funding and facilities |  |  |
| **5.4** Strategic planning and assessment |  |  |