

STANDARDS FOR THE MASTER OF LIBRARY SCIENCE DEGREE/ SCHOOL LIBRARY MEDIA COORDINATOR LICENSE

Note: The master of library science degree is an entry-level requirement for all North Carolina school library media coordinators. Additionally, school library media coordinators are licensed as teachers.

All school library media license preparation programs in North Carolina will reflect these standards, albeit in differing ways, as will all North Carolina school library media programs.

Research studies conducted by Stephen Krashen on reading and by Keith Curry Lance on the impact of school library media programs in improving student achievement, affirm the importance of the school library media coordinator's role in collaborative planning and teaching. School library media coordinators provide programs and services that strengthen teaching and learning, helping to make education relevant to a knowledge-based society and its economy in the twenty-first century. The standards reflect research demonstrating the importance of an up-to-date collection of accurate and attractive resources which is managed by a professional media coordinator. The standards also reflect research that collaborative planning and teaching augment and enhance classroom instruction, increase student achievement, integrate information skills, and help create life-long learners and readers.

Responsibilities in the standards are defined according to the following roles in *Information Power: Building Partnerships for Learning*: collaborative instructional partner, teacher, information specialist, and program administrator. Some competencies appear in more than one standard, reflecting the continuum of knowledge, skills, and dispositions that an effective school library media coordinator must possess.

Certain fundamental concepts related to the role of the school library media coordinator are infused throughout the standards, even though they may not be explicitly stated:

- the role of the media coordinator as an educator;
- a global view of librarianship and service to users;
- the integration of technology into the total school library media program;
- proactive management of change through reflective practice and action research;
- leadership in developing a school library media program within the broader educational endeavor;
- leadership in integrating the school library media program within the larger community, including other libraries;
- respect for diversity among all groups of people.

Standard 1: Teaching and Learning

Within the school, the school library media coordinator collaborates with teachers, instructional technology facilitators, administrators, students, and support personnel in planning, implementing, and evaluating an instructional program based on authentic learning and infused with media and technology. Collaborative planning evolves over time ranging from informal, irregular, and even spontaneous meetings to the regular planning of formal lessons and units. At the highest level of collaboration, the school library media coordinator and teacher co-deliver instructional activities. The school library media coordinator is actively engaged in analyzing the results of assessment of student achievement in order to effectively provide resources, services, and instructional strategies that are responsive to wide variations in students' learning needs and learning styles.

Knowledge of Learners - Incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning. Collaboratively plans, implements, and evaluates instruction and school library media program strategies that represent authentic learning.

- 1.1 Assesses the learning and information needs of students and staff to enhance teaching and learning throughout the school community;
- 1.2 Designs, modifies, and evaluates school library media programs and instruction to be responsive to developmental, cultural, and socioeconomic differences among learners;
- 1.3 Seeks actively to increase understanding of and respect for differences in students' development, exceptionalities, and diversity;
- 1.4 Creates a learning environment in which everyone feels welcome and can be successful;
- 1.5 Collaborates with other educators to reflect on, diagnose, and prescribe resources and services, and to provide instructional strategies that foster student learning.

Research Expertise - Understands and employs methods of action research to examine and improve the effectiveness of school library media programs and student achievement. Applies research findings on best practices to the development of curriculum, instruction, and school library media programs, as well as the overall school improvement process.

- 1.6 Investigates and solves educational problems through data-gathering, action research, and evaluation of student performance, library media programs and services, and school practices;
- 1.7 Assesses the effects of instructional actions, selection of resources, and other instructional decisions on students' learning and behavior and teacher practices;
- 1.8 Modifies instruction and learning environments based on collaborative assessment of student learning problems and successes, as well as teacher practices.

Connecting Subject Matter and Learners - Understands and links subject matter and diverse developmental and learning needs in the context of school settings. Collaboratively plans, implements, and evaluates instruction and resources that reflect intellectual rigor and depth of knowledge in both subject matter discipline and students'

diverse learning needs and learning styles. Consideration must also be given to matching student learning styles and information skills processes. Encourages leisure reading by matching students' interests to reading materials in a broad range of formats.

- 1.9 Demonstrates depth and breadth of knowledge in the Information Skills and Computer Skills curricula defined in the North Carolina Standard Course of Study;
- 1.10 Demonstrates knowledge of all subject areas of the North Carolina Standard Course of Study curriculum;
- 1.11 Develops a persuasive plan to provide flexible access to the instructional services of the school library media coordinator who provides instruction at point of need;
- 1.12 Uses technology to help create learning environments that support students' learning;
- 1.13 Seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting;
- 1.14 Incorporates information literacy into day-to-day instruction;
- 1.15 Advocates for and promotes reading and life-long learning through motivational activities;
- 1.16 Supports literacy in the broadest sense (information, reading, writing, and mathematics) across the total curriculum.

Standard 2: Collaboration and Leadership

Functioning in a leadership and change agent role, the school library media coordinator demonstrates self-directed, reflective professional behavior to foster and advocate for a collaborative culture, with colleagues and the greater community, that supports life-long learning and that honors diversity.

- 2.1 Assesses learning and information needs of students and staff based on input from faculty, administrators, and paraprofessional staff as well as personal observation;
- 2.2 Acts as a catalyst for change through visioning and planning;
- 2.3 Participates in collaborative leadership and mentorship activities to solve educational problems at the levels of classroom, school building, school system, and community;
- 2.4 Enlists the support of the principal and school leadership team to provide flexible access to the instructional services of the school library media coordinator who provides instruction at point of need;
- 2.5 Collaborates with system-level and building-level technology personnel to provide leadership in the school's use of instructional technology resources to enhance learning;
- 2.6 Provides collaborative leadership and engages in mentorship activities within the field of information and library science;
- 2.7 Initiates personal professional inquiry through reading, dialogue, and action research and follows a plan for personal professional development;
- 2.8 Seeks, evaluates, and applies input for improvement provided by educators, parents, students, and community leaders.

Standard 3: Information and Ideas

As an information specialist, the school library media coordinator plays a vital role in a democratic society: to provide access to information and ideas representing all points of view through resources in a variety of formats for students and staff who must function as well-informed and literate citizens in making choices and decisions. The school library media coordinator also has a fundamental responsibility to help students develop their information literacy skills to find, analyze, and use information effectively. At the same time, the school library media coordinator creates a culture and learning environment that fosters reading literacy for information and for pleasure.

- 3.1 Creates and maintains an environment conducive to learning;
- 3.2 Works with the principal and school leadership team to develop a plan to provide flexible access to the school library media center and its resources to accommodate individuals and groups simultaneously;
- 3.3 Organizes school library media facilities and resources in a manner that supports the mission, goals, and objectives of the school and maximizes intellectual and physical access to resources;
- 3.4 Adheres to and communicates copyright as well as other laws and guidelines pertaining to the distribution and ethical use of all resources;
- 3.5 Advocates for the principles of intellectual freedom.

Standard 4: Program Administration

The school library media coordinator understands and demonstrates effective techniques for managing the school library media program and aligning program goals with the educational mission of the school. Functioning in a stewardship role, the school library media coordinator manages resources and makes them readily available to students, teachers, administrators, and support staff both within and beyond the walls of the school. Working with the Media and Technology Advisory Committee (MTAC) and through other partnerships, the school library media coordinator acts as a change agent to plan and implement policies and procedures that enhance access to resources and services and to solve problems as they arise.

- 4.1 Works with school staff to design and implement strategic short- and long-range plans that ensure balance among all aspects of the school library media coordinator's role and responsibilities;
- 4.2 Bases program decisions on action research and best practices in order to maximize the school library media program's impact on student achievement;
- 4.3 Develops and implements an ongoing collection development and evaluation planning process, in collaboration with the Media and Technology Advisory Committee, that focuses on a variety of formats and resources to meet diverse learning needs;
- 4.4 Evaluates and selects resources that build a collection addressing curricular needs and

- learning goals in collaboration with teachers, technology staff, and students;
- 4.5 Maintains a collection addressing curricular needs and learning goals;
 - 4.6 Evaluates the school library media program on a continual basis according to accepted standards of quality;
 - 4.7 Plays a leading role in the school's budgetary processes to ensure funding for the school library media program to support school-wide goals;
 - 4.8 Co-leads, in partnership with the Instructional Technology Facilitator, the Media and Technology Advisory Committee in effective decision making to promote the media and technology program;
 - 4.9 Interacts effectively with students, staff, administration, parents, and the community to promote and expand the school library media program.