

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

Institution Name

University of Memphis

State

Tennessee

Date submitted

MM DD YYYY

09 / 16 / 2007

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Name of institution's program

School Library Master of Science

NCATE Category

School Library Media Specialist

Grade levels⁽¹⁾ for which candidates are being prepared

PreK-12

(1) e.g. Early Childhood; Elementary K-6

Program Type

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

Degree or award level

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

Is this program offered at more than one site?

- Yes
- No

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

Title of the state license for which candidates are prepared

Library Information Specialist PreK-12

Program report status:

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

State Licensure requirement for national recognition:

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

- Yes

SECTION I - CONTEXT

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

Licensure for Library Information Specialist (PreK-12) at The University of Memphis is part of the Instruction and Curriculum Leadership Department in The College of Education. Licensure is offered at the graduate level through a Master of Science program, or as post-baccalaureate licensure only if the candidate already holds a master's degree. Candidates who hold an initial teacher's license take one path, while those who are not yet licensed as a teacher complete an additional series of courses. The Tennessee Department of Education (DoE) requires that candidates for the Library Information Specialist license successfully pass the Praxis II Library Media Specialist (10310) examination, participate in field experiences on an on-going basis, pass an internship, and complete all requirements for a master's degree.

Tennessee licensure standards for Library Information Specialist endorse librarians for work in PreK-12 schools. Tennessee DoE performance standards and program implementation guidelines are very closely aligned with ALA/AASL standards, and are understood to include the same grade levels of Pre-kindergarten through 12th grade.

The Tennessee DoE supports librarian preparation programs enable candidates to meet the developmental and intellectual literacy needs of all children. The performance standards for library science provide program guidelines to develop prospective librarians who have the necessary content and pedagogical knowledge as well as the personal dispositions necessary to be successful librarians. Developing expertise in library and media studies is a lifelong undertaking that is initiated in college course work, refined in field experiences and/or clinical practice, and enhanced during professional work. The intent of Tennessee DoE's library performance standards is to support preparation programs having a comprehensive program of study that integrates the general education core, professional education, an academic knowledge and a variety of field experiences to ensure candidates meet all of the licensure standards.

The University of Memphis Library Information Specialist licensure program is approved by the Tennessee State Department of Education.

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

The Library Information Specialist (PreK-12) licensure program requires an internship in a PreK-12 school library that may be completed while employed in that position with a district-authorized provisional waiver. Students who are employed with a waiver in lieu of library internship must present two years of satisfactory evaluations from their supervisor, usually an assistant principal or principal.

(See

Chart 1: Describing Library Information Specialist Field and Clinical Experiences)

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)

The Master of Science degree is available to individuals who already hold an initial teacher's license and want to expand their work in their teaching areas. It is also available to individuals without licensure who desire to work in education-related settings but do not need school librarian/media specialist licensure. This degree is directed toward the development of competencies necessary for leadership and

advancement in K-12 settings and fields related to education. The purpose of the Master of Science Degree is to provide students the opportunity to expand their knowledge base in teaching areas and areas related to education. After admission to the department, the student's baccalaureate degree serves as the base upon which a master's level program of study is planned. For some students the master's degree is a continuation of studies begun at the undergraduate level, for others the degree program provides them the opportunity to expand into other areas of education.

This program is designed for students who are seeking advanced study and professional development in education focusing on a School Library Information Specialist Master of Science degree. The MS degree is NOT designed for students seeking initial licensure. It is designed for students who are seeking advanced study in education with a concentration in Library Science

Admission to the Graduate School and admission to the Library Science MS program are separate procedures. Applicants must submit complete admissions information:

1. Application to the Graduate School, including:

- a. Official report of the Graduate Record Examination (GRE) score (verbal, quantitative, and writing)
- b. Official transcripts of undergraduate and graduate study
- c. Applicants whose native language is other than English must score at least 550 (or 210 computer-based) on the Test of English as a Foreign Language (TOEFL)

2. Application to the program in the Department of Instruction and Curriculum Leadership (departmental applications can be obtained via the ICL web site <http://coe.memphis.edu/icl/>), including two letters of recommendation, preferably one from a college/university professor

3. The above criteria represent the minimum acceptable admission requirements. Depending on the applicant's educational background, the graduate committee may require additional coursework to prepare the student for advanced master's level studies.

Multiple criteria will be used when considering applicant admission, including, but not limited to, undergraduate and graduate grade point averages, scores of the submitted tests, and letters of recommendation.

Graduate students must maintain a 3.0 GPA ("B"). Grades of "D" and "F" will not apply toward any graduate degree, but will be computed in the GPA. No more than 7 hours of "C-," "C" or "C+" will be applied towards meeting degree requirements. Grades earned at another university will not be computed in the cumulative GPA. Grades in courses that are older than the time limitation for degree will be shown on the transcript but will not be included in the computation of the GPA used for graduation.

Only courses that have been validated will count toward the degree (see below for validation policy).

A graduate student may repeat a course to earn a higher grade only if the earned grade was a "U" or lower than a "B" (3.0). No course may be repeated more than once to improve the grade. Only the grade earned in the second attempt will be included in the computation of the cumulative grade point average.

A maximum of two courses may be repeated during the student's total graduate career to improve a grade.

Description of the relationship² of the program to the unit's conceptual framework. (Response limited to 4,000 characters)

The Library Information Specialist MS program in the Instruction and Curriculum Leadership Department within The University of Memphis is committed to developing school librarians/media specialists who are inspired to engage in critical thinking, problem solving, and lifelong learning. Completion of our secondary school librarian/media specialist program signifies that candidates for licensure have developed knowledge and skills in pedagogy, research skills, and information technology, which address performance outcomes required by the state of Tennessee. The school Library Information Specialist program is built on a conceptual framework that includes three components:

- 1) Facilitating learning for students and themselves;
- 2) Understanding and appreciating diversity, particularly in an urban setting; and

3) Fostering professionalism and vision.

The conceptual framework of the University of Memphis College of Education consists of its vision for preparing educational leaders, its mission to pursue engaged scholarship, its philosophical commitments and principles, and its high expectations for candidate performance. By articulating our values, we are better able to ensure that we are engaged with our community, relevant both to our stakeholders and within our disciplines, and leading our profession.

Vision and Mission

The vision of the College of Education is to be a leader in the preparation of urban professionals. The mission of the College of Education is to provide high-quality undergraduate and graduate instruction for urban students, to conduct meaningful research designed to illuminate and solve problems, and to use our expertise to serve our community. The theoretical model uniting all of these activities is engaged scholarship.

Commitments

All initial and advanced programs for the preparation of teachers and other school personnel are guided by these three fundamental commitments. Commitment to Effective Practice: All faculty members are committed to preparing candidates with the knowledge, skills, and dispositions necessary to begin practice as competent professionals who meet and exceed the requirements for successful work in their chosen fields. Commitment to Diverse Communities: We are committed to preparing effective professionals who understand and value diversity, and who act proactively in all relationships. Commitment to Leadership: We are committed to the notion of leaders as problem-solvers who embrace change. Our faculty and student leaders are disposed to positive change through active engagement with their various professional communities.

Outcomes for Professional Educators

These three commitments are expressed in these six College of Education Outcomes for Professional Educators: Content Knowledge and Skills, Knowledge of the Learner, Pedagogy and Instruction, Assessment and Responsive Practice, Management of Classrooms and Individuals, and Personal and Professional Growth and Development. Alignment between these outcome standards and ALA/AASL standards are demonstrated in the table below: (See Chart 2: Aligning Conceptual Framework and ALA/AASL Outcomes)

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

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

The College of Education Assessment System (COEAS) is consistent with the college conceptual framework and provides a structure for all college program assessments. COEAS identifies four transition points for initial licensure programs: 1) admission to the School Library Information Specialist graduate program, 2) admission to a capstone internship or course, 3) completion of capstone internship or course and graduation, and 4) follow-up during professional practice. COEAS is designed so that all programs include a combination of six to eight college-level and program specific key assessments. Thus, the University of Memphis Library Science program assessment system includes both college-wide assessments and key assessments that are unique to the School Library Information Specialist M.S. program.

The first transition point for the school Library Information Specialist education program candidates is Admission the Graduate School and the School Library Information Specialist M.S. program. At this first transition point, all assessments are universal college level requirements across all programs, for example, minimum GPA, and acceptable scores on the GRE.

The second transition point for School Library Information Specialist education program candidates is admission to student library internship. In the program phase between the first and second transition

points, program candidates complete three key assessments that are unique to the licensure program, including an advanced clinical practicum for School Library Information Specialist licensure. These assessments consist of: on-campus course studies; supervised practicum; and actual on-site professional experience, and other similarly organized professional experiences. The third transition point for the School Library Information Specialist program candidates is completion of the school library internship/practicum. During this practicum - the program phase leading up to the third transition point - program candidates are assessed using a college-wide student internship evaluation that is aligned directly with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes. In addition, candidates are assessed with an addendum instrument that is specific to the requirements and standards for the School Library Information Specialist program. The fourth and final transition point occurs a year after program completion and is assessed using a college-level follow-up survey aligned with INTASC standards, the Tennessee Framework for Evaluation and Professional Growth, and the college conceptual framework outcomes. In summarizing, School Library Information Specialist M.S. candidates are assessed over a period of time at four transition points, using multiple sources of internal and external evidence, and different types of assessments. Some assessments are college-level although COEAS is designed so that most key assessments are program specific and unique to the School Library Information Specialist M.S. program.

(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.)

Program of Study: M.S. in Library Science

See **Attachments** panel below.

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

Section I - Chart 1: Describing Library Information Specialist Field and Clinical Experiences	Section I - Chart 2: Aligning Conceptual Framework and ALA/AASL Outcomes
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See **Attachments** panel below.

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.

Program: School Library Master of Science Program		
Academic Year	# of Candidates Enrolled in the	# of Program

	Program	Completers ⁽⁴⁾
2006-07	9	3
2005-06	6	2
2004-05	7	5

Program: School Library Media Specialist Licensure Only Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽⁴⁾
2006-07	9	12
2005-06	6	4
2004-05	7	12

(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.

Faculty Member Name	Mahood, Ramona
Highest Degree, Field, & University ⁽⁵⁾	M.S., Library Science, University of Illinois
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Coordinator, Master of Science degree program in Library Science
Faculty Rank ⁽⁷⁾	Assistant Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	Edwards, D.L. & Mahood, R.M. (2005). On again, off again: Grammar and mechanics. National Social Science Journal, 25(1), 54-59. Mahood, R.M. & Orr, D.R. (2003) Growing pains - a study of the implementation of a writing program for secondary school students. National Social Science Journal, 22(2), 100-107.
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Served as reference librarian.

Faculty Member Name	Allen, Lee
Highest Degree, Field, & University ⁽⁵⁾	Ed.D, Educational Technology, Pepperdine University
Assignment: Indicate the role of the faculty member ⁽⁶⁾	Instructor, Instructional Design & Technology
Faculty Rank ⁽⁷⁾	Assistant profesor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁸⁾ , Leadership in Professional Associations, and	Allen, L. (2006).Technology as a vehicle for institutional change. International Journal of Knowledge, Culture and Change Management, 6(1), 33-42. Allen, L. (2007). Motivating university faculty to use digital video technology in teaching

Service ⁽⁹⁾ : List up to 3 major contributions in the past 3 years ⁽¹⁰⁾	and learning. Journal of Educational Technology, 4(1), 85-93. Allen, L. (2008). Where good ERP implementations go bad: A case for continuity. Business Process Management Journal, 14(3). (In press)
Teaching or other professional experience in P-12 schools ⁽¹¹⁾	Teacher, Art & Soc. Studies, 1987-93, Santa Fe, NM Public Schools Library/Media Specialist, Capshaw Middle School 1993-95, Santa Fe, NM Public Schools. Director of Instructional Technology & Library/ Media Services, 1995-97, Santa Fe, NM Public Schools. Asst. Supt. Technology Services, Dallas Independent School District, 1997-2004.

(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)

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	PRAXIS II Exam – 0310 – Library Media Specialist	State Licensure Test	At completion of program—prior to licensure.
Assessment #2: Assessment of content knowledge in the field of school library media (required)	Pathfinder Project	Project	Mid-program during ICL 7731 - Introduction to Bibliography course
Assessment #3: Assessment of candidate ability to plan to meet program needs (required)	ICL 7133 School Library Administration Final Course Grade	Course Grade	Mid-program, post-ICL 7133 School Library Administration course
Assessment #4: Assessment of practicum or internship	Librarian Internship Evaluation	Final Internship Evaluation	Final Semester of program

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.	b	b	e	e	e	b	e	e
1.3 Access to information	b	e	b	b	b	b	e	e
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.	b	e	b	b	b	b	e	e
1.4 Stimulating Learning Environment	e	e	b	b	e	e	e	e
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.	e	e	b	b	e	e	e	e

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.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Knowledge of learners and learning	b	e	e	b	b	b	e	e
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.	b	e	e	b	b	b	e	e
2.2 Effective and knowledgeable teacher	b	e	e	b	b	b	e	e
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.	b	e	e	b	b	b	e	e
2.3 Information literacy curriculum	e	b	b	b	b	b	e	e
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.	e	b	b	b	b	b	e	e

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.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Connection with library community	b	e	b	e	e	e	e	e
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.	b	e	b	e	e	e	e	e
3.2 Instructional partner	b	e	b	e	e	e	e	e
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.	b	e	b	e	e	e	e	e
3.3 Educational leader	b	e	b	e	e	e	e	e
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.	b	e	b	e	e	e	e	e

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.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1 Managing information resources: Selecting, Organizing, Using	b	b	b	b	e	b	e	e
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.	b	b	b	b	b	b	e	e
4.2 Managing program resources: Human, financial, physical	b	e	b	b	e	e	e	e
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.	b	e	b	b	e	e	e	e
4.3 Comprehensive and collaborative strategic planning and assessment	b	e	b	b	b	b	e	e
Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information	b	e	b	b	b	b	e	e

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 available.

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

Library Science MS - Assessment 1

See **Attachments** panel below.

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

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

Library Science MS Assessment 2

See **Attachments** panel below.

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

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

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

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

Library Science M.S. - 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

Library Science MS Assessment 4

See **Attachments** panel below.

¹⁷Assessment 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

Library Science MS - Assessment 5

See **Attachments** panel below.

(17) Effects on student learning include the creation of environments that support student learning.

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

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

Library Science M.S. - 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

See comment under #6 above.

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

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)

Overview

The College of Education Assessment System (COEAS) structures review of assessment data by each program to insure systematic use of assessment results to improve candidate and program performance. An Assessment Retreat is held each year in May at the end of the Spring semester. During this retreat, each program faculty group meets with its Community Advisory Committee to review the data collected over the past year, make necessary suggestions for needed program changes, and to evaluate the program and college assessment systems. To monitor the system, each program submits an Annual Program Report to the Department Chair, Director of Assessment, Dean's office, and the College of Education Teacher Education Advisory Council.

CONTENT KNOWLEDGE

Candidates' knowledge of content - Summary: ALA/AASL performance-based standards addressed in this category are incorporated in Standard 4 – Program Administration and its three sub-standards: 4.1 Managing information resources; 4.2 Managing program resources: Human, financial, physical; and 4.3 Comprehensive and collaborative strategic planning and assessment. Information from Assessments 2, 3 & 4 provides the primary evidence in this area.

Principal Findings:

Data from Assessment 3 (Candidates can effectively plan to meet the needs of the school library media program), and Assessment 4 (Librarian Internship Evaluation) indicates that 100% of our candidates scored at the Exceptional levels on Standards 4.1-4.3 during the Spring and Summer 2007 semesters. The data indicates that candidates performed weaker in the area of Managing Information Resources (Standard 4.1) in Assessment 2 (Candidate's content knowledge in the field of school library media) where only 66.6% of the candidates scored at the Acceptable level in Fall 2006. Also, 37.5% candidates scored at the Acceptable level on Standards 4.1 - Selecting, Organizing and Using resources and Standard 4.3 - Comprehensive Planning and Assessment via Assessment 6 (Candidate's Knowledge of Specific Needs and Interests of Diverse Readers and Learners). Candidates scored 100% at the Exceptional level in Assessment 5 (Candidate's effect on student learning). No candidate scored at the Unacceptable level for any Assessment. Overall there appears to be sufficient evidence to conclude that our program candidates have demonstrated that they have acquired and can apply content knowledge.

Faculty Interpretation:

The ICL Master of Science in Library Science program faculty attributes these overall strong performances to the diligence and quality of our candidates and faculty. Concerns by faculty focus primarily on the candidates' ability to appropriately manage information resources, organize resources, and use comprehensive planning and assessment. Emphasis will be placed on improving these attributes assessed from Acceptable to Exceptional in all future assessments

Changes:

To improve the performances in Assessments 2 (Assessment of content knowledge in the field of school library media) and 6 (Candidate's Knowledge of Specific Needs and Interests of Diverse Readers and Learners), ICL M.S.–L.S. faculty members will incorporate better means of communicating with candidates to foster understanding of the course requirements and the overall importance of the assessments in the candidate's summative program coursework portfolio. For example, the coursework will focus on the research aspects and finding information available via the Internet to collect and catalog information for the Pathfinder Project for Assessment 2 (Candidate's content knowledge in the field of school library media) and will incorporate increased emphasis on recent research, trends, and issues related to introducing literature by identifying and addressing reading preferences and reading materials appropriate for children and young adults for Assessment 6 (Candidate's Knowledge of Specific Needs and Interests of Diverse Readers and Learners).

Steps Taken to Improve Candidate Performance:

The data suggests the need for continuous communication between the faculty and the candidates to enhance understanding of the program goals and objectives of the coursework, and the linkages between the courses and the assessments. More emphasis will be placed, via the coursework, on the appropriate

use of the Internet for research, and will also concentrate on the factors that encourages student reading, as per available research.

Steps Taken to Improve Program:

Additional emphasis will be placed on candidate understanding of the importance of managing information resources, organization of those resources, and using comprehensive planning and assessment via the ICL 7731- Introduction to Bibliography and ICL 7302 - Teaching Literature to Adolescents courses where the key assessment components are taught and improvement is indicated. These courses will be subjected to intense program scrutiny as they are currently in the process of review and will be undergoing major changes prior to the Fall semester of 2008.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions – Summary: ALA/AASL standards that are addressed in this category are Standard 1 Efficient and Ethical information-seeking behavior, and its three sub-standards: 1.1 Efficient and ethical information-seeking behavior; 1.2 Literacy and Reading; and 1.3 Access to information. Information from Assessment 6 should provide primary evidence in this area.

Principal Findings:

In regards to ALA/AASL Standards 1.1, 1.2, and 1.3, candidates scored at the Acceptable level (37.5%) and at the Exceptional level (62.5%) in the Fall 2006 semester in Assessment 6 (Candidate's Knowledge of Specific Needs and Interests of Diverse Readers and Learners). In other assessments, 66.66% of the candidates scored at the Acceptable level and 33.33% scored at the Exceptional level on Standards 1.1 Efficient and ethical information-seeking behavior and 1.3 Access to information via Assessment 2 (Candidate's content knowledge in the field of school library media). Candidates scored 100% at the Exceptional level in Assessments 3 (Candidates can effectively plan to meet the needs of the school library media program), 4 (Librarian Internship Evaluation) and 5 (Candidate's effect on student learning). No candidate scored at the Unacceptable level in any of the Assessments. In summary, the ICL M.S.-L.S. faculty concludes that there is sufficient evidence to conclude that our program candidates have demonstrated that they are able to apply the appropriate professional and pedagogical knowledge, skills, and dispositions in the appropriate learning context as a Library Media Specialist.

Faculty Interpretation:

The ICL M.S.-L.S. faculty attributes the overall positive assessment outcomes to the high standards and expectations for the candidates in the Library Media Specialist program. The faculty concerns focused primarily candidates' ability to appropriately provide efficient and ethical access to information for students and teachers served by a library media center, i.e., in improving these attributes assessed from Acceptable to Exceptional in future assessments.

Changes:

To improve the performances in Assessments 6 (Candidate's Knowledge of Specific Needs and Interests of Diverse Readers and Learners), and 2 (Assessment of content knowledge in the field of school library media), ICL M.S.–L.S. faculty members will incorporate better means of communicating with candidates the overall importance of the assessments in the candidate's summative program coursework portfolio. The coursework will place additional emphasis on factors that encourages student reading, and actively model and encourage the appropriate use of the Internet for research.

Steps Taken to Improve Candidate Performance:

The data suggests the need for continuous communication between the faculty and the candidates to enhance understanding of the program goals and objectives of the coursework, and the linkages between the courses and the assessments. For example, the coursework will focus on the coursework for Assessment 6 (Candidate's Knowledge of Specific Needs and Interests of Diverse Readers and Learners) in increased emphasis on research related to identifying appropriate reading materials for children and young adults. For Assessment 2 (Assessment of content knowledge in the field of school library media), the coursework will emphasize locating available information via the Internet and in collecting and cataloging the information.

Steps Taken to Improve Program:

Additional emphasis will be placed on candidate understanding of use of school-based student data via the ICL 7302 - Teaching Literature to Adolescents and ICL 7731- Introduction to Bibliography courses where the key assessment components occur and improvement is indicated. The courses are currently in the process of intense review and will be undergoing major changes prior to the Fall semester of 2008.

STUDENT LEARNING

Candidate effects on P-12 candidate learning – Summary: The ALA/AASL standards addressed in this category are Standard 2 – Teaching and Learning, and two of its three sub-standards: 2.1 Knowledge of learners and learning, and 2.2 Effective and knowledgeable teacher. Information from Assessments 4, 5 & 6 provide primary evidence in this area.

Principal findings:

The COEAS data indicates that 100% of the candidates scored at the Exceptional level for Assessments 4 (Librarian Internship Evaluation) and 5 (Candidate's effect on student learning) in the Spring and Summer 2007 semesters, respectively. For Assessment 6 (Candidate's Knowledge of Specific Needs and Interests of Diverse Readers and Learners) during the Fall 2006 semester, data indicates that 62.5% scored at the Exceptional level while 37.5% scored at the Acceptable level. No candidate scored at the Unacceptable level in any of the Assessments. Overall, the data is consistent with other program areas that indicate strong evidence to conclude that the ICL M.S.-L.S. program candidates have the knowledge and skills to appropriately address and enact positive outcomes in the area of student learning.

Faculty Interpretation:

The data indicates overall strong performances in the area of student learning. Faculty attributes this to the fact that candidates must substantiate their findings with documented evidence when writing reflections. Candidates are required to research best practices and skills connected with student learning based on student achievement data and school community priorities.

Changes:

To improve the performances in Assessments 6 (Candidate's Knowledge of Specific Needs and Interests of Diverse Readers and Learners), ICL M.S.–L.S. faculty members will incorporate better means of communicating with students the overall importance of the assessments in the student's summative program coursework portfolio by increasing emphasis on students' research focus on identifying appropriate reading materials for children and young adults.

Steps Taken to Improve Candidate Performance:

Faculty will emphasize the need to improve candidates' understanding of the areas covered by the specific standards, i.e. using research to inform the library media center learning objectives by increased emphasis on recent research, trends, and issues related to introducing literature and identifying and addressing reading preferences and reading materials appropriate for children and young adults.

Steps Taken to Improve Program:

Additional emphasis will be placed on student understanding of research data via the ICL 7302 - Teaching Literature to Adolescents course where key assessment components occur and improvement is indicated. The course is currently in the process of review and will be undergoing major changes prior to the Fall semester of 2008.

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

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

THANK YOU

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