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EDUT 6118

Learning Modules Assignment

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You are preparing to become a school library media specialist (or you may be working to keep your job by becoming certified) so you must begin and continue the professional development necessary to be considered successful at this task. There are a number of things that you are expected to understand and continue to address as you fulfill this goal. The first is to develop and understanding your role as it relates to the structure and organization of your job/career, and continues to be imbedded in the delivery of your services to your clients. With this in mind, address the following

1. How does Georgia plan for the preparation of library media specialist for their role?

Georgia plans to prepare library media specialists for their roles in Rule 505-3-.46 and also Rule 505-3-.01. Rule 505-3-.46 states the purpose of the rule to “prepare individuals to serve as media specialists in grades P-12 and supplements requirements in Rule 505-3-.01. These are the requirements, taken from <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.46.pdf>.

**(2) Requirements.**

(a) To receive approval, a state-approved professional education unit shall offer a master’s level

preparation program as described in program planning forms, catalogs, and syllabi addressing the

following standards.

1. The program shall prepare candidates who encourage reading and lifelong learning by

stimulating interests and fostering competencies in the effective use of ideas and information. They apply

a variety of strategies to ensure access to resources and information in a variety of formats to all

members of the learning community. Candidates promote efficient and ethical information-seeking

behavior as part of the school library media program and its services.

(i) The program shall prepare candidates who model strategies to locate, evaluate and use

information for specific purposes. Candidates identify and address student interests and motivations.

Candidates interact with the learning community to access, communicate and interpret intellectual

content. Candidates adhere to and communicate legal and ethical policies.

(ii) The program shall prepare candidates who are aware of major trends in reading material for

children and youth. Candidates select materials in multiple formats to address the needs and interests of

diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading.

They model their personal enjoyment of reading in order to promote the habits of creative expression and

lifelong reading.

(iii) The program shall prepare candidates who 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.

(iv) The program shall prepare candidates who 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.

2. The program shall prepare candidates who 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.

(i) The program shall prepare candidates who 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

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needs. Information skills instruction is based on student interests and learning needs and is linked to

student achievement.

(ii) The program shall prepare candidates who 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.

(iii) The program shall prepare candidates who employ strategies to integrate the information literacy

curriculum with content curriculum. Candidates incorporate technology to promote efficient and equitable

access to information beyond print resources. Candidates assist students to use technology to access,

analyze, and present information.

3. The program shall prepare candidates who 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.

(i) The program shall prepare candidates who 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.

(ii) The program shall prepare candidates who 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.

(iii) The program shall prepare candidates who are able to articulate the relationship of the library

media program with current educational trends and important issues. Candidates recognize the role of

other educational professionals and professional associations. Candidates translate for the school the

ways in which the library program can enhance school improvement efforts. Candidates utilize

information found in professional journals to improve library practice.

4. The program shall prepare candidates who 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.

(i) The program shall prepare candidates who 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.

(ii) The program shall prepare candidates who 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

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and operational issues. Candidates plan adequate space for individuals, small groups and whole classes.

(iii) The program shall prepare candidates who collaborate with teachers and administrators to

develop a library media program plan that aligns resources, services and information literacy standards

with the school's goals and objectives. Candidates use data for decision-making.

Authority O.C.G.A. § 20-2-200

The state requirements are completing an approved program and obtaining professional recommendation for a clear renewable certification (S-5), passing the GACE (sections 101 and 102, scoring 220 on both tests), usually an Exceptional Child course, and Technology competency. Georgia does not require teacher licensure, but does require a Master’s Degree. Georgia offers Clear Renewable Certificates and Conditional Certificates.

2. Does this differ from requirements set up by other states in our region?

Very informative information regarding state certification for School Library Media at http://www.schoollibrarymonthly.com/cert/georgia.html.

In Alabama, you may be issued a special alternative certificate if you hold a Bachelor’s degree and are admitted to an Alabama Fifth-Year Program (enrolled in at least one course). This certificate is valid for one year, and may be reissued twice at the master’s degree level. Alabama also requires the completion of a fifth year program and a passing score on a national certification test (if applicable). You need a teaching license, master’s degree, passing score of 146 on the Praxis II Library Media Content test, Alabama Prospective Teacher Testing Program test.

In Florida, you need a teacher’s license, but do not need a Master’s Degree. You do not have to pass the Praxis II, but do have to take the Education Media Specialist portion of the Professional Education, General Knowledge Florida Teacher Certification Exam. You can either hold a bachelor’s or higher degree with a major in educational media or library science, or have a bachelor’s degree with 30 semester hours in educational media or library science.

3. What are the three ways one may be placed in a library media specialist position, based on preparation and desire for the position?

There are three types of credentials that may be awarded to a Media Specialist. These include emergency (candidate supply lower than positions available), temporary (undergraduate completed, working on certification), and permanent (requirements for states vary, for Georgia, see #1 above).

4. What should you do to best serve in the position of library media specialist? (think of this in the relationship of your position in the “big picture” and down to the local issue of “your space”. )

To best serve in the position of library media specialist, you must consider both the big and little pictures. In *The School Library Media Manager, 4th ed.,* by Blanche Woolls, it is suggested that we first study the organizational and political structure of the school district we will be working in. This will enable a media specialist to “fit the media program into its environment” (Woolls, pg. 53). A very valuable resource would be a director or coordinator of library media programs for the school district. If this person does not exist, there should be a group to advocate for media programs to the higher-ups. Woolls also suggests that we study our school system and its media history, so as to learn from prior mistakes and shortcomings. She suggests that we learn as much as we can about the facility, the human factors, and the collection factors. Facility factors should be geared toward ease of use by patrons. Human factors involve matching duties to competencies and responsibilities. We also need to gain information about administrators, teachers, students, and parents to find out how best to serve them in the Media Center. Collection factors should be evaluated for congruency with curriculum requirements. Teachers needs should be listened to, and materials supplied to be support their methods and curricula. Access to information is key to the success of our Media Centers.

Sources:

Woolls, Blanche. The School Library Media Manager. Libraries Unlimited, Westport CT, 2008.

Stephens, Claire Gatrell, and Franklin, Patricia. Library 101. . Libraries Unlimited, Westport CT, 2007.

<http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.46.pdf>.