

NBPTS

Library Media

STANDARDS



for teachers of students ages 3-18+

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The world-class schools the United States requires cannot exist without a world-class teaching force; the two go hand in hand. Many accomplished teachers already work in the nation's schools, but their knowledge and skills are often unacknowledged and underutilized. Delineating outstanding practice and recognizing those who achieve it are important first steps in shaping the kind of teaching profession the nation needs. This is the core challenge embraced by the National Board for Professional Teaching Standards (NBPTS). Founded in 1987 with a broad base of support from governors, teacher union and school board leaders, school administrators, college and university officials, business executives, foundations, and concerned citizens, NBPTS is a nonprofit, nonpartisan organization governed by a 63-member board of directors, the majority of whom are teachers. Committed to basic reform in education, NBPTS recognizes that teaching is at the heart of education and, further, that the single most important action the nation can take to improve schools is to strengthen teaching. To this end, NBPTS has embarked on a three-part mission:

- to establish high and rigorous standards for what accomplished teachers should know and be able to do;
- to develop and operate a national, voluntary system to assess and certify teachers who meet these standards; and
- to advance related education reforms for the purpose of improving student learning in American schools.

Achieving this mission will elevate the teaching profession, educate the public about the demands and complexity of accomplished practice, and increase the chances of attracting and retaining in the profession talented college graduates with many other promising career options.

National Board Certification is more than a system for recognizing and rewarding accomplished teachers, however. It represents both an opportunity to rethink the way the profession organizes itself for the continuing growth and development of its members and a chance to design new ways to organize and manage schools so as to capitalize on the expertise of accomplished teachers. Together with other reforms, National Board Certification can be a catalyst for significant change in the profession and in education.

The Philosophical Context

The standards presented in this report lay the foundation for the Library Media certificate. They represent a professional consensus on the critical aspects of practice that distinguish accomplished library media specialists. Cast in terms of actions that library media specialists take to advance student achievement, these standards also incorporate the essential knowledge, skills, dispositions, and commitments that allow library media specialists to practice at a high level. Like all NBPTS Standards, they rest on a fundamental philosophical foundation expressed in the NBPTS policy statement *What Teachers Should Know and Be Able to Do*. That statement identifies five core propositions.

1) Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students one from the other and taking account of these differences in their practice. They adjust their practice, as appropriate, on the basis of observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility, and respect for individual, cultural, religious, and racial differences.

2) Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subjects is created, organized, linked to other disciplines, and applied to real-world settings. Although faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional resources that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to learning the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3) Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They are also adept at engaging students and adults to assist their teaching and at making use of their colleagues' knowledge and expertise to complement their own.

Accomplished teachers command a range of instructional techniques, know when each is appropriate, and can implement them as needed. They are devoted to high-quality practice and know how to offer each student the opportunity to succeed.

They know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction so as to meet the schools' goals for students. They are adept at setting norms of social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to students, parents, and administrators.

4) Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students (curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences) and the capacities that are prerequisites for intellectual growth (the ability to reason and take multiple perspectives, be creative and take risks, and experiment and solve problems).

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and their understanding of their students, to make principled judgments about sound practice. Their decisions are grounded not only in the literature of their fields but also in their experience. They engage in lifelong learning, which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers examine their practice critically and seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

5) Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and they are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

The Certification Framework

Using these five core principles as a springboard, NBPTS will set standards and award certificates in nearly 30 fields. These fields are defined by the developmental level of the students and the subject or subjects being taught. The first descriptor represents the four overlapping student development levels:

- Early Childhood, ages 3–8
- Middle Childhood, ages 7–12
- Early Adolescence, ages 11–15
- Adolescence and Young Adulthood, ages 14–18+.

The second descriptor indicates the substantive focus of a teacher's practice, allowing most teachers to select either a subject-specific or a generalist certificate. At the Early Adolescence level, for example, teachers can pursue either a generalist certificate or a certificate in English language arts, mathematics, science, or social studies–history. The framework of certificates also includes a generalist certificate at the Early Childhood level and subject-specific certificates at the Adolescence and Young Adulthood level. In

some fields, developmental levels are joined together (for example, Early Adolescence through Young Adulthood/Art) to recognize the similarities in teaching students at those developmental levels.

Standards and Assessment Development

Following a nationwide search for outstanding educators, a standards committee is appointed for each field. The committees are generally made up of 15 members who are broadly representative of accomplished professionals in their fields, a majority of whom are teachers regularly engaged in teaching students in the field in question. Other members are typically professors, experts in child development, teacher education, and the relevant discipline(s). The standards committees recommend to NBPTS the specific standards for each field, which are then disseminated widely for public critique and comment and subsequently revised as necessary.

Determining whether candidates meet the standards requires performance-based assessment methods that are fair, valid, and reliable and that call on teachers to demonstrate principled, professional judgments in a variety of situations. A general contractor for assessment development, working with standards committee members and members of the NBPTS staff, develops assessment exercises and pilot tests them with small groups of teachers active in the field in question. The assessment process involves two activities: (1) the compilation of a portfolio of practice during the course of a school year; and (2) participation in one day of “assessment center exercises” during the summer.

Teachers prepare their portfolios by videotaping their teaching, gathering student learning products and other teaching artifacts, and providing detailed analyses of their practice. At the assessment center, teachers write answers to questions that relate to content and pedagogy specific to their fields. The portfolio is designed to capture teaching in real-time, real-life settings, thus allowing trained scorers from the field in question to examine how teachers translate knowledge and theory into practice. It also yields the most valued evidence NBPTS collects—videos of practice and samples of student work. The videos and student work are accompanied by commentaries on the goals and purposes of instruction, the effectiveness of the practice, teachers’ reflections on what occurred, and their rationales for the professional judgments they made. In addition, the portfolio allows candidates to document their accomplishments in contributing to the advancement of the profession and the improvement of schooling, whether at the local, state, or national level, and to document their ability to work constructively with their students’ families.

Teachers report that the portfolio is a professional development vehicle of considerable power, in part because it challenges the historic isolation of teachers from their peers. It accomplishes this by actively encouraging candidates to seek the advice and counsel of their professional colleagues, whether they are across the hall or across the country, as candidates build their portfolios. It also requires teachers to examine the underlying assumptions of their practice and the results of their efforts in critical but healthy ways. This emphasis on reflection is highly valued by teachers who go through the process.

The assessment center exercises are designed to complement the portfolio; validate that the knowledge and skills exhibited in the portfolio are, in fact, accurate reflections

of what candidates know and can do; and give candidates an opportunity to demonstrate knowledge and skills not sampled in the portfolio because of the candidate's specific teaching assignment. For example, high school science teachers assigned to teach only physics in a given year might have difficulty demonstrating in their portfolio a broad knowledge of biology. Given that the NBPTS Standards for science teachers place a high value on such capabilities, another strategy for data collection is necessary. The assessment center exercises fill this gap and otherwise augment the portfolio. The exercises sample the breadth of the content knowledge and pedagogy associated with the certificate field through authentic scenarios that allow candidates to confront important instructional matters, removed from the immediacy of the classroom. Each candidate's work is examined by trained assessors who are themselves accomplished teachers in the certificate field.

The National Board for Professional Teaching Standards believes that a valid assessment of accomplished practice must allow for the variety of forms sound practice takes, must sample the range of ways teachers know their content, and must provide appropriate contexts for assessments of teaching knowledge and skill. Teaching is not just about knowing things; it is about the use of knowledge—knowledge of learners and learning, of schools, and of subjects—in the service of helping students grow and develop. Consequently, NBPTS believes the most valid teacher assessment processes engage candidates in the activities of teaching—activities that require the display and use of teaching knowledge and skill and that allow teachers the opportunity to explain and justify their actions.

In addition, in its assessment development work, NBPTS uses technology for assessment when appropriate; ensures broad representation of the diversity that exists within the profession in all stages of the development process; engages pertinent disciplinary and specialty associations at key points in the process; collaborates closely with appropriate state agencies, academic institutions, and independent research and education organizations; establishes procedures to detect and eliminate instances of external and internal bias with respect to age, gender, and racial and ethnic background of teacher candidates; and selects the method exhibiting the least adverse impact when given a choice among equally valid assessments.

Once a certificate has been thoroughly tested and found to meet NBPTS requirements for validity, reliability, and fairness, eligible teachers may apply for National Board Certification. To be eligible, a teacher must hold a baccalaureate degree from an accredited institution; have a minimum of three years of teaching experience at the early childhood, elementary, middle school, or high school level; and, where it is required, hold a state teaching license.

Strengthening Teaching and Improving Learning

A system of National Board Certification that commands the respect of the profession and the public can make a critical difference in how communities and policy makers view teachers, in how teachers view themselves, and in how teachers improve their practice throughout their careers. National Board Certification has the potential to yield such significant results for American education, in part, because it marks the first attempt to forge a national professional consensus on the critical aspects of accomplished practice in each teaching field. The traditional conversation about teacher competence has focused on

beginning teachers. Yet, unless we believe that the professional development of teachers should conclude the day novice teachers are hired, this new conversation about accomplished practice is essential.

Developing standards of accomplished practice has the potential to lift the entire profession as the standards make public the knowledge, skills, and dispositions of accomplished teachers. However, converting such standards into a system for the advanced certification of teachers promises much more. A mechanism that can identify accomplished teachers in a fair and trustworthy manner can accelerate efforts to build school organizations, structures, and career paths that differ significantly from traditional models, which too often are undifferentiated; require more responsibility of novice teachers than they can sensibly handle; fail to use constructively the knowledge, wisdom, and expertise of accomplished teachers; and encourage many accomplished practitioners to leave the classroom for greater status, authority, and compensation.

By holding accomplished teachers to high and rigorous standards, National Board Certification has the potential to encourage change along several key fronts. For example—

- Changing what it means to have a career in teaching by recognizing and rewarding accomplished teachers and by making it possible for teachers to advance in responsibility, status, and compensation without having to leave the classroom.
- Changing the culture of teaching by accelerating growth in the knowledge base of teaching; by placing real value on professional judgment and accomplished practice in all its various manifestations; and by encouraging among teachers the search for new knowledge and better practice through a steady regimen of collaboration and reflection with peers and others.
- Changing the way schools are organized and managed by creating a vehicle that facilitates the establishment of unique teacher positions, providing accomplished teachers with greater authority and autonomy in making instructional decisions and greater responsibility for sharing their expertise to strengthen the practice of others.
- Changing the nature of teacher preparation and ongoing professional development by laying a standards-based foundation for a fully articulated career development path that begins with prospective teachers and leads to accomplished teachers.
- Changing the way school districts think about hiring and compensating teachers by encouraging administrators and school boards to reward excellence in teaching by seeking to hire accomplished teachers.

Although National Board Certification has been designed with the entire country in mind, each state and locality will decide for itself how best to encourage teachers to stand for advanced certification and how best to take advantage of the expertise of the National Board Certified Teachers in their midst. One of the many examples of state action in support of National Board Certification comes from North Carolina, where legislation has been enacted that provides funds to pay the certification fee for teachers who complete the process. This legislation also funds release time for candidates to work on their portfolios and prepare for the assessment center exercises and provides a salary increase for teachers who achieve National Board Certification. Other states and localities throughout the country have adopted or are in the process of adopting legislative initiatives that acknowledge National Board Certification and offer incentives for certification. In all, there is some form of support for National Board Certification in nearly forty states.

As this growing support at the state and local level suggests, National Board Certification is being recognized as a rich professional development experience. Because National Board Certification provides states and localities with a lever to structure teachers' roles and responsibilities more effectively and to organize schools to benefit from the wisdom of the strongest teachers, National Board Certification can combine with other initiatives to dramatically improve education in the United States.

Anyone who has ventured into a school library media center recently knows that the information age has wrought powerful change on the character of what formerly was known as the school library. Library media centers now offer students, teachers, and other members of the learning community (who may include other school staff members, parents of students, and people who come to the school specifically to use the library media center) access to a wide range of information delivered through various media, including books, the Internet, digital information, and multimedia. This information often can be delivered from the library media center into the classrooms and outward into the home. As a result of the wealth of information that is available through a wide range of media, the role of the library media specialist is more demanding than ever and is constantly changing.

Accomplished library media specialists, lifelong learners by nature, lead their profession in making information literacy attainable for all members of the learning community. They know a wide range of source material and how to access it; they develop interdisciplinary collections to meet the demographic and cultural needs of the learning community; they partner with teachers to create exciting learning experiences in an information-rich environment. They understand the curriculum of the school thoroughly and serve as leaders in implementing quality teaching and learning.

Accomplished library media specialists understand human behavior in ways that help them individualize the instruction they deliver. Because they deal with students in a setting significantly different from the traditional classroom, library media specialists are often able to support learning styles, meet individual problems, and accommodate the needs of students with differing abilities who may not be well served in the classroom.

Despite advances in technology and the availability of information, today's library media specialists resemble the librarians of the past in at least one respect: They work to instill in their students a love of reading and a penchant for discovery. They teach students that reading is essential to learning and to success in life and that it is a fun and worthwhile activity in and of itself. As part of guiding student inquiry, library media specialists not only help students locate sources of information but also teach them how to evaluate the validity and usefulness of information in relation to the curriculum and specific assignments.

Accomplished library media specialists are not deterred by the common challenges that face them daily. Such issues as less-than-optimal facilities and equipment, limited time for contact with students, and curricular or administrative demands might impede effective instruction, but accomplished library media specialists distinguish themselves by using creative means to ensure that all learners have equal, ready access to resources and technologies. Accomplished library media specialists' primary focus is to serve the entire learning community. Even in challenging circumstances, they collaborate with teachers to create active, purposeful, and inviting learning environments and to develop strong integrated information studies programs that meet the needs of learners. In addition to the more visible aspects of their work, accomplished library media specialists have numerous responsibilities that they carry out largely out of the public view. They review and reflect on their practice in order to perpetuate their growth as professionals. They familiarize themselves with source material; stay abreast of developments in

1 American Association of School Librarians (ALA) and the Association for Educational Communications and Technology (AECT). *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

2 International Society for Technology in Education (ISTE). *National Educational Technology Standards for Students: Connecting Curriculum and Technology*. Eugene, Oreg.: International Society for Technology in Education, 2000.

information resources and technology; know and uphold the standards of their profession^{1, 2}; defend the right of the learning community to exercise intellectual freedom; and understand, adhere to, and educate others about the laws and guidelines governing the use of copyrighted material and intellectual property.

Accomplished library media specialists are vital members of the instructional team who are a resource to students, teachers, administrators, staff developers, the school board, and the larger community. They take an active role in promoting and advocating for a forward-looking approach to literacy that embraces the power and potential of information, multimedia, and technology.

Developing High and Rigorous Standards for Accomplished Practice

In 1998, a committee of library media specialists and other educators with expertise in this field began the process of developing advanced professional standards for teachers of students ages 3 to 18+. The Library Media Standards Committee was charged with translating the five core propositions of the National Board for Professional Teaching Standards into a standards document that defines outstanding teaching in this field.

This NBPTS standards document describes in observable form what accomplished teachers should know and be able to do. The standards are meant to reflect the professional consensus at this point about the essential aspects of accomplished practice. The deliberations of the Library Media Standards Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of NBPTS standards. As the understanding of teaching and learning continues to evolve over the next several years, *Library Media Standards* will be updated again.

An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the library media center, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity.

Everything an accomplished library media specialist knows through study, research, and experience is brought to bear daily through innumerable decisions that shape learning. It frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings. And it is subject to revision on the basis of continuing developments in the learning environment. The professional judgments that accomplished library media specialists make also reflect a certain improvisational artistry.

The paradox, then, is that any attempt to write standards that dissect what accomplished library media specialists know and are able to do will, to a certain extent, misrepresent the holistic nature of how teaching actually takes place. Nevertheless, the fact remains: Certain identifiable commonalities characterize the accomplished practice of library media specialists. The 10 standards that follow are designed to capture the craft, artistry, proficiency, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching in this field.

The Standards Format

Accomplished teaching appears in many different forms, and it should be acknowledged at the outset that these specific standards are not the only way it could have been described. No linearity, atomization, or hierarchy is implied in this vision of accomplished teaching, nor is each standard of equal weight. Rather, the standards are presented as aspects of teaching that are analytically separable for the purposes of this standards document but that are not discrete when they appear in practice.

The report follows a two-part format for each of the 10 standards:

- I. Standard Statement**—This is a succinct statement of one vital aspect of the practice of the accomplished library media specialist. Each standard is expressed in terms of observable actions that have an impact on students.
- II. Elaboration**—This passage provides a context for the standard, along with an explanation of what library media specialists need to know, value, and do if they are to fulfill the standard. The elaboration includes descriptions of their dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

Finally, a word about the order of presentation. The 10 standards have been organized around three critical areas: (1) what accomplished library media specialists know; (2) what accomplished library media specialists do; and (3) how accomplished library media specialists grow professionally.

Library Media STANDARDS

(for teachers of students ages 3–18+)

OVERVIEW

The requirements for National Board Certification in the field of Library Media are organized into the following 10 standards. They standards have been ordered to facilitate understanding, not to assign

priorities. Each standard describes an important facet of the art and science of teaching; they often occur concurrently because of the seamless quality of accomplished practice.

What Library Media Specialists Know

I. Knowledge of Learners (p. 7)

Accomplished library media specialists have knowledge of learning styles and of human growth and development.

II. Knowledge of Teaching and Learning (p. 11)

Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment.

III. Knowledge of Library and Information Studies (p. 15)

Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs.

What Library Media Specialists Do

IV. Integrating Instruction (p. 19)

Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.

V. Leading Innovation through the Library Media Program (p. 23)

Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.

VI. Administering the Library Media Program (p. 27)

Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively.

How Library Media Specialists Grow as Professionals

VII. Reflective Practice (p. 31)

Accomplished library media specialists engage in reflective practice to increase their effectiveness.

VIII. Professional Growth (p. 35)

Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.

IX. Ethics, Equity, and Diversity (p. 39)

Accomplished library media specialists uphold professional ethics and promote equity and diversity.

X. Leadership, Advocacy, and Community Partnerships (p. 43)

Accomplished library media specialists advocate for the library media program, involving the greater community.

In the pages that follow, the reader will find full explications of each standard that include discussion of the knowledge, dispositions, and habits of mind that allow teachers in this field to practice at a high level.

Standard I: Knowledge of Learners

Accomplished library media specialists have knowledge of learning styles and of human growth and development.

Accomplished library media specialists use their knowledge of human growth and development; their understanding of children, adolescents, and adult learners; and their familiarity with learning theories to work effectively with students of all ages, abilities, and learning styles in a variety of settings. On the basis of the needs and learning characteristics they identify, library media specialists³ develop and adapt programs to make learning a reality for everyone. They understand the significant impact they have on learning, and they use what they ascertain about the learning community to create and maintain open, stimulating environments that encourage everyone to become information-literate, independent learners and lifelong readers.

Knowledge of Learning Styles

Accomplished library media specialists make a point of learning as much as they can about the way the members of their learning community learn, and they use this information to shape instructional decisions. Practically everything that can be known about learners is relevant information for library media specialists, including an awareness and appreciation of learners' cultural, linguistic, and ethnic heritage; family settings; socioeconomic status; prior learning experiences; exceptional talents and needs; and personal interests and goals. The relationships that

library media specialists develop with members of their learning community provide perspectives from which to view aspects of learners' character, values, interests, and talents. Library media specialists study how learners gather, assess, and apply information, and they use the understanding they gain to enhance achievement and development.

Library media specialists use the information they gather to ensure that they unquestionably meet those needs that are both unique and common to all learners. To this end, library media specialists employ various means to identify important characteristics of the learning community and individual learners within that community. They actively and willingly listen to and observe learners in various settings. They build a strong rapport with learners and teachers. They enhance their understanding through collaboration with colleagues and with family members of students. They apply in educational settings the knowledge of learners gained through the reading of professional literature and through course work and other professional development.

Knowledge of Growth and Development

Accomplished library media specialists understand the experiential backgrounds that affect the acquisition of knowledge; therefore, they recognize and make accommodations for such individual differences and approaches to learning as learners' age

³ All references to library media specialists in this report, whether explicitly stated or not, refer to accomplished library media specialists.

levels, gender, cognitive and motor development, multiple intelligences, diverse learning styles, and the needs of students with exceptionalities. Their knowledge of human growth and development and their insights into learners' behavior enable them to work with a wide range of ability levels and ages in a variety of settings and help them understand how learners perceive, assess, and use information.

With a solid commitment to and an understanding of what contributes to student learning, library media specialists act as facilitators to help students expand their learning processes. Accomplished library media specialists believe that every learner is entitled to equal access to information; therefore, they provide intellectual and physical access to information, and they work closely with individual learners to help them find and select engaging, curriculum-related resources suited to their interests, needs, and respective developmental levels.

development with their knowledge of information and information retrieval to evaluate and select information resources to match learners' queries with content. Expertise with resources and knowledge about student learning help accomplished library media specialists encourage and engage students of varying developmental levels in a full range of activities for the purpose of understanding content material, enjoying and appreciating literature, and engaging their critical-thinking skills. Library media specialists employ their skills as active listeners to gauge the level of student understanding and to have suitable resources available for individual abilities and interests. By establishing a rapport with students, library media specialists can work with a number of individuals simultaneously, as they find, evaluate, use, communicate, and reflect on their research.



Using Knowledge of Learners to Meet a Range of Needs

Library media specialists combine their awareness of learning styles and growth and

Reflections on Standard I:

Standard II: Knowledge of Teaching and Learning

Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment.

Accomplished library media specialists demonstrate extensive subject-matter expertise and are responsible for developing and maintaining an appropriate collection of materials to assist in all areas. Because literacy is multifaceted, library media specialists encourage others to appreciate the importance of multiple literacies in developing programs that elevate the general understanding of reading, information literacy, and technical skills.

Knowledge of Learning Theory

With a knowledge base in learning theories and with broad curricular knowledge strengthened by a solid grasp of information processes, accomplished library media specialists collaborate with teachers to identify resources and develop and teach a wide range of learning activities. (See Standard III—*Knowledge of Library and Information Studies*.) Accomplished library media specialists use their knowledge of learning theory to help all members of the learning community gain access to and use resources that will improve instruction and foster learning. They possess a thorough knowledge of the field of information studies and are able to collaborate in all subject areas. Such professional collaboration puts library media specialists at the center of a collegial effort to meet the diverse needs of all levels of learners.

Knowledge of Instructional Design and Development

Accomplished library media specialists are actively involved in instructional design and development, assisting members of the learning community in the design of learning experiences. Their knowledge of design, development, assessment, and resources enables them to participate in teaching and to create and administer programs that improve and elevate the learning environment, deepen subject-matter knowledge, and enhance students' ability to access and understand information.

Library media specialists serve as teachers in a broad number of subject areas; they know how to deliver instruction and how to train and work with students and teachers in critical thinking, information processing, and emerging technologies. Accomplished library media specialists are adept at employing effective teaching methods and strategies to engage learners; they provide purposeful and focused explanations and demonstrations; they recognize teachable moments; they work with teachers to evaluate student performance; and they expand on learners' subject-matter base.

Accomplished library media specialists serve the learning community as technology leaders and integrate the latest technologies into the curriculum to enhance learning. With their extensive knowledge about the field of information, library media specialists work closely with teachers and administrators to encourage participation in the newest technological

advances in communication and information retrieval. For instance, for a classroom teacher who wishes to document a field trip, the library media specialist might offer assistance with the instructional use of a digital camera. Or the library media specialist might add an audio component to a Web page for a student with visual impairment. Library media specialists thus apply technology to instruction in ways that strengthen information-based programs, enhance communication and instruction, help teachers expand the subject-matter content of their instruction, and extend the availability of information to all students.

Establishing an Active and Positive Learning Environment

Accomplished library media specialists understand that an active, positive, inviting, and friendly environment is essential to the achievement of all learners. As efficient managers they adjust their use of time, equipment, grouping, space, and materials as necessary to enhance learning, to match individuals' developmental needs, and to provide purposeful and equitable instructional experiences. (See Standard I—*Knowledge of Learners*.) They are aware that the physical environment of the library media center affects the learning process; they therefore use the physical setting of the media center as an effective instructional tool. They build an open, friendly, and pleasant environment that attracts students and teachers. They establish a task-oriented environment that accommodates a variety of concurrent activities in which learners function at the highest levels of expectation. The positioning of library media specialists in multiple aspects of school programs contributes to an active, positive, and knowledgeable school environment.

Developing Group-Management Strategies

Accomplished library media specialists effectively employ a variety of grouping strategies to optimize learner outcomes, using group-management strategies to involve large numbers of the learning community in an expanded collaborative effort to explore information. Depending on the specific instructional purpose at hand, they are equally comfortable with whole-class, one-on-one, or other grouping approaches. They are aware that not all groups of learners approach material in a similar fashion. Library media specialists, often in collaboration with classroom teachers, recognize that effective grouping strategies enhance social interaction among learners; respect developmental levels; facilitate maximum participation; establish a culture of trust, responsibility, and mutual respect; and create teachable moments. Accomplished library media specialists choose grouping activities that promote cooperation and then present opportunities for individual and group problem solving. Grouping therefore sets up scenarios for success and helps learners make sense of their learning.

Strengthening and Supporting School, District, and State Curricula

Accomplished library media specialists participate in a number of collaborative curricular efforts at different levels to help strengthen curriculum so that it meets the learning community's highest expectations. They connect with the larger learning community, the district, and the state to help a wide range of agencies collaborate on efforts to expand the

Standard III: Knowledge of Library and Information Studies

Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs.

Accomplished library media specialists not only have the appropriate degree and credentials, but also are lifelong learners within their profession. They know the ethical and legal tenets that underlie all information gathering, and they use the principles of library and information studies to establish purposeful and integrated library media programs that meet the needs of everyone in the learning community. Accomplished library media specialists are masters of the information-processing strategies essential for identifying, retrieving, evaluating, using, and synthesizing the information that is necessary for an information-rich environment. As leaders in all aspects of technology, library media specialists know how to employ the latest advances that enable the learning community to use technology appropriately.

Knowledge of the Principles of the Profession

Accomplished library media specialists recognize that knowledge of and adherence to the principles of the profession are the foundation on which an effective library media program is built. This foundation guides library media specialists in their approach to staffing, collaborating, assessing, supporting,

and administering the library media program. They use the principles of library and information studies to ensure that their programs are meaningful, well articulated, and connected to the learning community's ongoing needs and goals. Accomplished library media specialists understand how to create and manage collections that embrace intellectual freedom by incorporating diverse ideas, viewpoints, and experiences. They are well versed in the research base of the profession, its strategic and long-range planning processes, methods of effective policy development, and best practices for program administration and maintenance. Fully aware of the important fundamental relationship between reading and effective library media programs, they work fervently to inspire others to achieve high levels of literacy.

Knowledge of Ethical and Legal Tenets

Accomplished library media specialists believe that everyone, regardless of ability, age, race, and gender, has the right to equal and open access to information, facilities, technology, and staff. They know the ethical codes of the profession and how to apply them within the context of local school district policies and regulations regarding library media services. Library media

specialists respect and model the tenets of intellectual freedom, preserve the confidentiality of information requests, follow the procedures for proper citation, and adhere to the guidelines and laws governing intellectual property and fair use across all media. At the same time, they ensure that others understand the key guiding principles of the profession and follow the procedures regarding copyright, fair use, confidentiality, and intellectual freedom. (See Standard IX—*Ethics, Equity, and Diversity*.)

Knowledge of Effective Organization and Practice

Establishing routines for acquiring, storing, accessing, and retrieving information is a part of the library media specialist's responsibility. Administrative responsibilities include the acquisition, processing, organization, dissemination, and maintenance of the collection. Each of these tasks, although distinct, is a necessary component in fulfilling the overall goal of providing easy access to information and multimedia resources. Library media specialists know how to administer information programs by developing collections of carefully selected resources that are organized and maintained efficiently; they then familiarize the learning community with the total information system. By establishing a library media center that meets the needs of everyone in the learning community, library media specialists demonstrate knowledge of how to work in a collaborative fashion and assist in the use of information and technology. (See Standard VI—*Administering the Library Media Program*.)

Accomplished library media specialists are aware that the most effective learning occurs when instruction is collaboratively planned. Library media specialists are skilled in instructing staff in the use of new information resources for integration into the curriculum; they understand how to transform

information systems and technology tools into exciting learning experiences and help focus the entire school staff's professional development. When new instructional guidelines are published, library media specialists may, for example, conduct a discussion with other members of the teaching community about additional resources and technology that staff members may require to fulfill new expectations. (See Standard IV—*Integrating Instruction*.)

Skilled in facility design and management, library media specialists recognize the advantages of meeting the needs of various constituencies, and they willingly involve others in discussing optimal facility use. Library media specialists understand the advantage of flexible scheduling, extended hours, and accessible networks, and they know how to create inviting and comfortable places to enhance learning.

Accomplished library media specialists recognize the research base of the field as a guide to practice. They know how to employ action research to guide decision making and policy formation within their own schools and their learning communities. (See Standard VIII—*Professional Growth*.) With a solid grounding in research techniques and an appreciation for conducting action research, accomplished library media specialists strive to build programs that are current and forward thinking.

Knowledge of Literature

Familiar with a wide range of children's, young adult, and professional literature on an extensive number of topics, accomplished library media specialists know how to select literature appropriate to learners' reading interests, subject areas, levels, and languages—including the primary language of first-language learners. Accomplished library media specialists apply their knowledge of literature and of reader's advisory services while assisting learners with the selection

of resources in a variety of formats. In their unique position in the learning community, accomplished library media specialists recognize that they play a vital role in promoting the importance of reading among all learners. They know that learning depends on the ability to read, and they are adept at helping learners understand the value of reading. They extend this commitment to literacy into community partnerships with parents to encourage reading in the home.

Accomplished library media specialists have a thorough background in literature as it relates to instructional programs. For example, the library media specialist might collaborate with teachers to plan integrated learning experiences related to an author visit. The library media specialist might encourage students to seek books and information beyond those promoted in a book talk by showing them how to contact experts through the Internet. Or they might show students how to use search topics to identify additional titles in the library media center's catalog and other databases, including those that link a wide range of resource sites.

Knowledge of Information-Processing Strategies

Accomplished library media specialists are well versed in the information process. They know the processes of information search and retrieval, they know how to read for content, and they know how to apply these processes to the teaching of creative and critical thinking for problem solving. They know how to communicate in a wide variety of formats. Accomplished library media specialists are familiar with techniques for helping learners articulate their information needs through reference interviews, and they advise learners on

effective strategies for identifying, retrieving, evaluating, using, and synthesizing information. They understand how to familiarize learners with the vocabulary of research in the new information age, including terms that are new to the field and that will help them understand what is available in technology and how it functions.

Knowledge of Technology for the Creation and Management of Information

Accomplished library media specialists demonstrate expertise with the technologies for information creation, storage, retrieval, organization, communication, and use, and they are informed about a full range of materials in print and electronic formats. They are aware of the critical criteria for the selection, acquisition, classification, organization, dissemination, management, and maintenance of resources. (See Standard VI—*Administering the Library Media Program*.)

As instructional leaders of technology, library media specialists know how to integrate the latest advances in technology into curricula and the research process. They recognize the value of leadership by participating in committees or teams to make all members of the learning community aware of available technologies and how best to use such resources. While establishing a program that continually demonstrates effective collaboration, the library media specialist can find information resources within budget considerations that advance the curricula by establishing an information-rich environment that enables the learning community to use technology creatively and ethically.



Standard IV: Integrating Instruction

Standard IV

Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.

Information literacy is the core of the accomplished library media specialist's teaching. The library media specialist is a teaching partner who works in a variety of settings and serves on committees to develop curriculum and expand the learning community's information literacy skills. Inquisitive by nature and possessing an appreciation of learning processes, accomplished library media specialists inspire in others the love of learning and literature as they integrate information skills into the total curriculum. In their work with all learners, library media specialists cross disciplines and integrate information literacy in all curricular areas.

Collaboration in Planning Learning

Accomplished library media specialists lead by partnering with teachers to create, implement, and evaluate learning experiences. In addition, they collaborate with staff members, school administrators, library colleagues, parents, families, and community members on learning activities and projects. They do so to advance the total instructional program, support curricular needs, and promote information-based learning. (See Standard X—*Leadership, Advocacy, and Community Partnerships*.)

Library media specialists know that learners do not acquire information literacy skills in isolation; therefore, they first determine the level of the learning community's

sophistication and then tailor instruction to individual requirements while meeting the needs of the group as a whole. As full instructional partners with teachers, library media specialists share responsibility for fulfilling the curriculum goals of the school. Accomplished library media specialists therefore collaborate with teachers to plan and develop units of study that integrate multimedia, research, and information literacy skills into classroom instruction, from the initial process of setting learning objectives to assessing student learning. This collaboration helps teachers and library media specialists integrate subject matter and information literacy into planned learning activities, ensuring that information skills are acquired in the context of the curriculum and applied to multiple academic disciplines. Collaboration between teachers and library media specialists also helps ensure that the information skills taught reflect students' skills and classroom teaching. By applying collaborative strategies, accomplished library media specialists oversee programs essential to the interdisciplinary learning process at the heart of the school.

Implementing Instructional Activities

Accomplished library media specialists strive to improve the performance in information use among all members of the learning community. As facilitators in the

effective use of resources, library media specialists help develop confident, motivated learners capable of creative inquiry. When classrooms are equipped with technology, library media specialists are often the first resource for aiding in the effective use of instructional tools. As integral partners on the teaching team whose role often includes direct instruction, library media specialists provide access to resources and technologies that enhance classroom learning. During instructional activities, a library media specialist might teach or team-teach a lesson but at other times might act as a cofacilitator with a teacher in the learning process. For example, the library media specialist might demonstrate search-engine strategies suitable for learners beginning a major research project or team-teach video production skills to students preparing a presentation. For a project focusing on new businesses in the community, the library media specialist might illustrate the basics of business strategies by conducting “Internet field trips.” Or, as the annual science fair approaches, the library media specialist might help teachers and students use technology to display science projects in innovative and interesting ways.

Library media specialists are critical assessors of resources, and they help teachers and students find age- and ability-appropriate materials to expand instructional efforts, elevate critical thinking, and address a broad range of learning styles. For example, at the beginning of a major research project, the library media specialist and the classroom teacher might help each student clarify the assignment and develop strategies for locating and accessing appropriate information resources including books, journals, and electronic resources. To meet the needs of all students, the library media specialist and classroom teacher would show students how to

locate and use resources appropriate to their age, interests, developmental levels, and exceptionalities. The library media specialist, for example, might teach advanced learners search strategies to develop lists of primary sources, or the library media specialist could locate large-print books for students with visual impairments. After students gather their information, the library media specialist might demonstrate how to create a multimedia presentation for reporting their learning, whereas others might write a report of their findings. The library media specialist and classroom teacher might then use an evaluation rubric they develop with student involvement to assess students’ products. They could then lead the class in a discussion of the assignment, the information-seeking strategies students used, their choices of information sources, and the quality of the project. As a result, students would be able to review the process of information gathering as well as the product. For all students and in all endeavors, the library media specialist helps ensure that information resources are up-to-date and free of stereotypical images and characterizations. By helping students learn to find materials that can assist them with their studies, library media specialists help students become comfortable using a variety of library and media resources to enrich classroom instruction and student learning.

Accomplished library media specialists enjoy working with all learners, and they establish an engaging atmosphere that welcomes inquiries by learners of all experiences and abilities. Even adult learners can find themselves confused and intimidated by the rapidly changing arena of information systems; in a stimulating and supportive learning environment, however, no learner is overwhelmed and the talented learner is challenged. Such an environment welcomes all learners’ efforts and encourages all learners to take risks.

Standard V: Leading Innovation through the Library Media Program

Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.

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Accomplished library media specialists provide consistent visionary leadership; they are catalysts for purposeful change that challenges and engages learners in uniquely meaningful ways. Accomplished library media specialists capitalize on leadership opportunities to take proactive roles in promoting the use of technology and other instructional innovations. They encourage the infusion of technological innovations into curricular and instructional design to support content learning and student achievement. They articulate connections between technology and instructional goals and lead in the use of technology as a tool for production, communication, research, and problem solving. They foster collaboration and build effective teams throughout the learning community. Accomplished library media specialists possess the knowledge, confidence, and courage to act as leaders.

Providing Access to Technology Information Systems

Accomplished library media specialists take the lead in building information-rich environments and augmenting information delivery to every corner of the school and into the home, as well. Library media specialists maximize available technological resources. They make learners comfortable with technology,

in part by translating the sometimes difficult syntax used in information systems into language that learners find understandable. Library media specialists make a point of connecting technology and instructional goals. Library media specialists might, for instance, purchase site licenses for a variety of commercial databases to build a core of information for each classroom. Or they might create cross-references to bridge local language terms with terms used in information systems.

Accomplished library media specialists facilitate the delivery of information beyond the school walls and improve the learning community's access to distance learning—including video- and Web-based instruction for students, teachers, and others. The school library Web site, for instance, might link students at home to a virtual science experiment or a global learning activity. Accomplished library media specialists ensure that connections to local, regional, state, national, and international sources of information are readily available to every learner, and they maximize access to technology for all members of the learning community.

Accomplished library media specialists select and arrange for the library media center furniture and computer information systems that incorporate ergonomic and assistive technologies, following the recommendations of the Americans with Disabilities Act (ADA) and local codes. Library media specialists ascertain that the physical arrangement of space and furniture

in such a setting supports the collaborative and independent work of all learners. (See Standard IX—*Ethics, Equity, and Diversity*.)

Teaching Effective Use of Technology and Other Resources

Accomplished library media specialists direct learners in choosing and using the most appropriate technology to enhance decision making, problem solving, research, communication, and productivity. They stay abreast of innovations in technology through continual professional development. They teach advanced techniques that increase the relevance of searches and minimize research time, and they advise students about the most efficient research strategies. For example, a library media specialist might advise a student seeking information on Roman architecture to move beyond an electronic almanac to an on-line catalog for more useful information. Accomplished library media specialists also help learners create their final products using various types of technology. For example, they might teach the creation and use of visuals such as transparencies, printed charts, and on-screen graphics. In such ways, they teach learners how to analyze their use of technology and how to find the correct technology for their needs; thus, library media specialists help students become independent learners.

Engaging Learners with Technology

Accomplished library media specialists understand that appropriate use of technology can pique learners' interest, add vitality to the learning process, and extend learning into the global community. They engage students

in the use of technology in ways that broaden and deepen their learning experiences. To the extent they can, library media specialists also make the technology available for students to check out from the media center and use at home. Library media specialists can use visual representations of data to help students understand complex concepts. For example, they can transform earthquake data onto maps to reveal patterns of seismic activity; they can also translate information from one medium to another, for instance, converting statistical information on weather to a graphic format. The library media specialist may use different technologies to intensify meaning and content or to accommodate diverse learning styles, perhaps by having students read, listen to, and view Martin Luther King Jr.'s "I Have a Dream" speech. One form of technology might be employed in conjunction with another to increase motivation; for example, the library media specialist might encourage students to use desktop publishing to incorporate pictures in their reports. Technology permits students to deepen cultural understanding by communicating with peers in partner schools elsewhere in the United States or in foreign lands. It also allows experimentation without risk, such as when students use computers to simulate scientific experiments with dangerous substances. Accomplished library media specialists take the lead in engaging learners in innovative ways.

Enhancing Learning

Accomplished library media specialists strive to create efficient learners by teaching the wise use of appropriate media for information needs and by promoting techniques for teaching and learning such as inquiry, problem-based learning, and information-based projects. Such techniques recognize advanced theories in brain

Standard VI: Administering the Library Media Program

Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively.

Dedicated to improving the quality of learning experiences, library media specialists collaborate with professional colleagues to determine their program goals and incorporate schoolwide needs in information technology. With their colleagues, they develop and implement library media programs that support curricular and instructional requirements. Following the precepts of best library practice, accomplished library media specialists employ effective management skills in collecting, organizing, maintaining, and evaluating collections that serve the specific needs of the learning community. To ensure the vitality of their programs, they regularly seek input from all members of the learning community as they conduct assessments to evaluate how effectively information systems and programs meet learners' needs.

Planning the Library Media Program

Aiming for the success of the entire learning community, accomplished library media specialists work closely and regularly with the learning community to develop mission statements and establish goals, objectives, policies, and procedures that align with school, district, state, and national standards. They then ensure that the mission statements continue to evolve purposefully. As a knowledgeable resource in many areas, library

media specialists participate in curriculum, planning, and departmental committees. Through consistent interaction with the school learning community, library media specialists assess curriculum needs for materials and resources and incorporate this information when considering immediate and long-range budgets. The goal of this planning is to develop programs to improve teaching and learning and to strengthen classroom experiences.

As library media specialists plan budgets, they incorporate purchases of resources that support the school's objectives and consider how to use and maintain information systems. Additionally, they secure funds and make resource contacts that upgrade and maintain the library media information systems, and they explore a wide range of sources to supplement school library media budgets.

Developing the Library Media Program

Through continual collaboration with colleagues, accomplished library media specialists select, secure, and organize the elements essential to the implementation of library media programs. In collaboration with teachers, they align the library media collection in all formats with curricular needs. Further, they select, organize, and develop units of instruction and appropriate resources that integrate information skills into curricular

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areas. Library media specialists provide staff development opportunities to acquaint teachers with the use of new resources and offer strategies for their inclusion into curriculum planning and classroom instruction. They keep in mind the special needs of students with disabilities to ensure that they also have access to all resources.

Implementing the Library Media Program

Accomplished library media specialists know how to engage learners and enhance learning experiences. They model the attributes of effective teaching practice as they acquaint learners with information skills. Collaborating with teachers, they work with individuals, small groups, and large groups, holding learners to the highest expectations and using the full array of available resources to maximize each learner's potential. Library media specialists accommodate students with multiple learning styles and exceptional needs by employing a number of different instructional strategies.

Library media specialists organize special events, such as reading initiatives and other efforts to promote library media services. Such events might occur in conjunction with community-based and national programs, such as National Library Week. Through their coordination with other staff members, library media specialists might, for instance, plan a school literacy night on which authors, parents, and other members of the community are invited to read or tell stories.

Managing the Library Media Program

Accomplished library media specialists demonstrate effective management skills. They work with a broad range of individuals to

secure and organize resources and equipment for the most efficient operation possible. Relying on the consistent input they solicit from other staff, library media specialists oversee programs that include collection development, instruction, and evaluation. Using the best library practices, they maintain the library media collection through a continual process of review; they assess the current collection's strengths; and they develop and maintain resources appropriate for the specific needs of the learning community. They ensure that collections serve diverse cultural expression and respect the principles of intellectual freedom. Accomplished library media specialists make the environment inviting and conducive to learning. They institute an effective circulation system that ensures ease of use. They recruit, select, and train the library media staff, including student and community volunteers.

Evaluating the Library Media Program

Accomplished library media specialists are responsible for the evaluation of library media programs. They recognize that assessment in and of itself is merely a tool that supports improvement in the total instructional environment. By regularly analyzing program data and assessing student achievement, library media specialists ensure that the program meets its mission to foster student learning. Assessment is ongoing and does not occur in isolation. Library media specialists seek information from all members of the learning community; such interaction strengthens the library media program by highlighting resources judged to be most useful and relevant.



Standard VII: Reflective Practice

Accomplished library media specialists engage in reflective practice to increase their effectiveness.

The professional challenges of accomplished library media specialists in an evolving field require a continual search for improvement. Library media specialists strive to strengthen and expand their knowledge base and to stay current with new techniques, technologies, literature, and materials. They reflect on how well they attain and fulfill the practices of the profession. By developing the habit of introspective self-assessment, accomplished library media specialists constantly challenge and reinvigorate themselves and take responsibility for their own professional growth and development.

Self-Reflection

Accomplished library media specialists are committed to lifelong learning and understand that self-reflection is a continual process that strengthens their teaching. They consider reflection on their practice central to their responsibilities as professionals. They strive to expand their knowledge, perfect their teaching, improve their skills, and refine their evolving philosophy of education and the library media field. They avail themselves of professional resources to keep abreast of changes in the field and in content areas; they participate in advanced education programs and seek help from colleagues to continue to develop as professionals. They examine their personal strengths and weaknesses as well as those of their library media programs to improve professional practice and their selection and use of resources. They use the results

of this analysis to enhance their professional growth and to strengthen their communication skills. In the continual process of self-reflection, library media specialists examine their ability to communicate effectively with the learning community. They know that taking the time to think about ethical considerations related to the field is essential to reflective practice. (See Standard IX — *Ethics, Equity, and Diversity*.) Accomplished library media specialists study ways to engage learners and to collaborate with others to benefit the learning community. For example, library media specialists who recognize their need to enhance their familiarity with cultures of a diverse population to improve their ability to develop collections might explore strategies to increase their personal knowledge of the cultures.

Reflecting on the Library Media Program

Accomplished library media specialists analyze their programs; they set personal program goals and make certain that these goals are realistic in the context of schoolwide objectives. Library media specialists recognize that not all decisions produce effective results, and so they develop strategies to improve their programs. Each year has its own unique challenges, and they know how to prioritize needs to meet immediate and long-range objectives.

Library media specialists engage students and staff in conversations about resources,

programs, and technology. Library media specialists consider the suggestions carefully and study possible refinements. Reflective about the learning process, accomplished library media specialists analyze learners' needs and weaknesses and determine how their program can address them in realistic, challenging ways. When the Advanced Placement curriculum in a specific subject is introduced, for instance, the library media specialist might study the curriculum and evaluate the need for sophisticated information resources; in this way, the library media specialist's analysis of programs contributes directly to instruction.

Key to effective program evaluation is the library media specialist's openness to change. For instance, after analyzing the school's reading scores, the library media specialist might attempt to improve them by initiating an active, exciting schoolwide program in cooperation with the reading specialist, classroom teachers, and administrators. Or, after studying Web site design, the library media specialist might upgrade the school's Web site and therefore improve its Internet presence. As a resourceful, ethical

information gatherer, the library media specialist promotes creativity and inspires others to appreciate information and knowledge. (See Standard V—*Leading Innovation through the Library Media Program.*)

As part of their dedication to reflective practice, accomplished library media specialists take pride in the creative means they employ to meet challenges. They understand the advantages of maintaining a positive outlook, which enables them to view potential problems as opportunities for innovation rather than as impediments. Creativity characterizes the practice of accomplished library media specialists. They seek new ideas and use their wide range of professional experience to solve problems. In situations where they find themselves limited in the availability of equipment and resources, they innovate, modify, and create as necessary. They regard innovation as a means to bring about positive change, while advocating for improvements in available resources.



Reflections on Standard VII:

Standard VIII: Professional Growth

Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.

Accomplished library media specialists have a passion for individual growth, a lifelong commitment to learning and to improving their knowledge and skills, and an ability to instill these qualities in others. With an eye toward the future, library media specialists realize that changes in practice are often a necessary result of professional growth. Library media specialists grow professionally through their ability to broaden the information resources for the learning community.

Furthering Professional Education

Accomplished library media specialists are committed to staff development programs whereby they can assist themselves and others in the learning community to advance their information base. They attend seminars, conferences, and workshops; they publish academic articles or relevant commentary; and they propose, design, and carry out staff development opportunities relevant to the field. They are members of professional organizations and assert themselves as advocates for their practice. (See Standard X—*Leadership, Advocacy, and Community Partnerships*.) Interacting with other professionals enhances their professional vision and enables library media specialists to stay current in a constantly evolving field.

Library media specialists seek to grow professionally by looking for opportunities outside of their own library media centers. They

participate in professional organizations in order to understand significant issues in the field; they enlist the help of colleagues outside the school building to find resources that may have in-house applicability; and they visit and observe classrooms in their school, seeking opportunities to teach that also allow them to impart the latest information directly in the classroom.

Accomplished library media specialists conduct action research by collecting evidence of the impact of their programs on the learning community. For example, they may compare a major increase in the amount that students read with results on test scores. Such study strengthens professionalism and enables library media specialists to articulate a rationale for their actions and decisions.

Networking Opportunities

The opportunity to discuss important issues and learn what others in the library field and the general education community are doing enriches the library media specialist's expertise. Library media specialists recognize the importance of working with others and create opportunities to network within the school, the district, and the community at large, in person and through electronic discussions. Participating in committees and study groups within the community may assist library media specialists in understanding community trends and interests. For instance, they may discern trends in business and the computer industry and incorporate aspects of these

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Standard IX: Ethics, Equity, and Diversity

Accomplished library media specialists uphold professional ethics and promote equity and diversity.

Through instruction and modeling appropriate actions, accomplished library media specialists educate the entire learning community in the ethical use of information. Their familiarity with the laws that govern information retrieval and use enables them to instruct others in the essential components of information ethics. For example, a library media specialist and a history teacher might together teach a unit on First Amendment rights in which students write speeches or create visuals and participate in classroom dialogues or debates on issues of censorship.

Ethical Use of Information

Accomplished library media specialists understand ethical issues and can explain them and their importance to the learning community. They understand and uphold current laws and regulations governing copyrights, intellectual property, and fair use. At the same time, they demonstrate their commitment to the principles of the profession regarding confidentiality and intellectual freedom. Through collaboration with members of the learning community, they develop policies in accordance with relevant laws and legislation. Fulfilling their role as teachers, accomplished library media specialists model ethical and responsible behavior with regard to the use of information.

Accomplished library media specialists understand and communicate to learners the

concept of copyright infringement and the ethical issues involved in copyright protection. They continually update their knowledge of copyright restrictions and fair use guidelines, and they advise others in the application of these rules. They emphasize the importance of citing sources, and they have information readily available for all members of the learning community to use in citing electronic media sources. For example, the library media specialist might recommend the purchase of an additional copy of a book rather than allow it to be photocopied. Or, the library media specialist might seek permission to store a copyrighted Web site on the school's computer system for a limited period of time. Similarly, a library media specialist might assist a student in obtaining copyright permission to use a specific piece of music for a schoolwide performance.

By defining programs and policies regarding issues of privacy, library media specialists make certain that everyone knows the appropriate and legal parameters of information searches. More than only explaining the parameters of privacy concerns, however, library media specialists respect and uphold the rights of learners in matters of privacy, and they maintain confidentiality of records.

Easy access to information, especially through the Internet, may lead students to believe that all information is acceptable for use in multiple contexts. Library media specialists help members of the learning community understand that the fact that resources are easily attained does not imply their automatic

acceptability or appropriateness in every context. Accomplished library media specialists work with students and teachers to ensure access to information, and they demonstrate how information can be used effectively and appropriately. In introducing learners to the strengths of the Internet and its value as a constructive, positive tool, they discuss its role in reinforcing curriculum and serving as an adjunct to formal and informal research.

Promoting Equity and Diversity

Accomplished library media specialists create learning environments in which high expectations and fairness for all students exist. The manner in which accomplished library media specialists establish climates of fairness and respect is planned and purposeful. Because library media specialists know that the attitudes they manifest set powerful examples for young people, they conscientiously demonstrate appropriate behaviors they wish to inculcate in their students. Library media specialists confront issues of diversity proactively to promote equity and to ensure that everyone—regardless of race, nationality, ethnicity, home language, socioeconomic status, age, religion, ability level, exceptionalities, physical challenges, sexual orientation, and gender—receives equitable opportunities.

Accomplished library media specialists are sensitive to the complexities involved in treating all learners equitably. They show no difference in the welcoming manner in which they speak to, include, or otherwise engage all learners; they regard each learner as an important individual and active contributor. They are particularly sensitive to family and cultural issues that affect the way students approach learning. Whenever possible, accomplished library media specialists strive to educate

themselves about students' cultures. They are aware of the special attention that must at times be given to students whose first language is not English. They recognize and address relevant diversity issues affecting instruction, student participation, and library management.

With a firm belief in each individual's capability and capacity for learning, accomplished library media specialists promote the acceptance and inclusion of everyone in the learning opportunities within the school. Accomplished library media specialists demonstrate their creativity in meeting a range of learners' interests and needs. For instance, a library media specialist seeking ways to stay current in community matters might reach out to unserved or underserved populations by establishing a nighttime, after-work reading program for parents whose home language is not English.

Accomplished library media specialists consider it a primary focus to ensure equitable access to resources and services, especially those having to do with mediating physical challenges. For example, the library media specialist might obtain Braille materials or a speech synthesizer or procure wheelchair-accessible workstations for the library media center.

Library media specialists are responsible for making certain that the school has a broad-based collection of resources suitable for the learning community. Through resolute planning and design, library media specialists ensure that all groups and multiple points of view are well represented in the library media center's collection. They value cultural diversity and the richness of multicultural groups, and they promote respect for others by modeling an appreciation for the differences among students.

Accomplished library media specialists know that students bring a confluence of variables into learning situations, and they understand the complexities of the modern world and the difficulties that children and

Standard X: Leadership, Advocacy, and Community Partnerships

Accomplished library media specialists advocate for the library media program, involving the greater community.

Accomplished library media specialists advocate within and beyond the confines of the school, strengthening library media programs by taking on the responsibilities of professional leadership. In fulfilling their leadership responsibilities, accomplished library media specialists focus on the importance of the connections among the library media program, the school curriculum, trends in education and industry, and the greater community. They seek initiatives designed to build family and community partnerships and increase student achievement.

Leadership

Accomplished library media specialists are instructional leaders who forge greater opportunities for learners. Through consistent initiatives with teachers, administrators, and parents, they develop programs and advocate for educational opportunities for the learning community. They work in partnership with others to provide access to appropriate research and professional articles, use data identifying strengths and weaknesses of library media programs, and review best practices. Library media specialists lead in reflective practice, assessment of learning, and program evaluation to enact effective change.

They keep the learning community informed of educational trends and developments. They reinforce the importance of information literacy in daily life. Library media specialists actively participate on school and district committees. They are members of their professional associations and willingly accept the challenge of leadership at the district, state, regional, or national levels.

Accomplished library media specialists hone their administrative skills. For example, the library media specialist who realizes that a flexible schedule would improve the library media program and increase student achievement might research and present a proposal to the principal seeking support for this change. The library media specialist who recognizes the need for both book and other resources to alleviate current weaknesses of the library media program might work to change budget allocations, seeking avenues for increased funding to facilitate the acquisition of materials and resources needed for equitable access to information.

Advocacy

To ensure student achievement, accomplished library media specialists are advocates for excellent library media programs within and

**Standard
X**

beyond the learning community. They employ their knowledge of school culture to seek opportunities to emphasize the value of library media in an information-rich and technology-rich environment. They develop clear, consistent, and equitable procedures to select materials and address issues of censorship. They use all available opportunities in a concerted effort to implement a deliberate and well-planned advocacy program.

Accomplished library media specialists find ways to interest others in participating in the profession, mentoring beginners, and promoting the field. They advocate for student achievement, school library media programs, and lifelong learning to local, state, or national school and government leaders. They work with state education departments to develop strong library media programs. They participate on education policy committees or councils and advance the goals of their profession in relation to other education goals. They support legislation that, for example, advocates fair use of resources for educational purposes. Accomplished library media specialists participate in professional development opportunities, such as conferences, workshops, and in-service programs, to improve their practice and acquire knowledge they can share with colleagues. Accomplished library media specialists then determine how to adapt what they learn into an expanded and improved information-rich environment. (See Standard VIII—*Professional Growth*.)

Community Partnerships

Accomplished library media specialists recognize that they function in a context that includes the wide-ranging information resources of the global community, frequently accessed through technology. Working with all constituents of the learning community, accomplished library media specialists

further the mission and goals of their programs and involve a large group of participants in the changing world of information. With a goal of strengthening library media programs and expanding information literacy, accomplished library media specialists welcome partnerships with cultural and educational institutions such as public libraries, university libraries, and museums. Open houses, newsletters, presentations, and Web sites are other means that library media specialists employ to develop awareness and promote learning. By creating collaborative partnerships with students, teachers, parents, and community organizations and representatives, library media specialists assess needs, establish priorities, and use available resources to support and extend the goals of the learning community.

Accomplished library media specialists understand that active, involved, and informed families create a network that supports vital opportunities for learning. They seek out and participate in opportunities to promote enthusiasm for their programs among families. Library media specialists enlist the aid of families as partners, using frequent communications to encourage family input. They provide parents with opportunities to evaluate program effectiveness and to help determine future directions for improved education.

Library media specialists welcome opportunities within the community, such as speaking engagements and committee work, to develop, discuss, and bring about the participation of individuals and organizations in library media programs. Through such means as library advisory committees and library design committees, community members can become actively involved. Library media specialists know that such input from the community is vital in helping library media programs respond to the needs of the entire learning community.



The 10 standards in this report represent a professional consensus on the characteristics of accomplished practice and provide a profile of the accomplished library media specialist. Although the standards are challenging, they are upheld every day by library media specialists like the ones described in these pages, who inspire and instruct the nation's youth and lead their profession. By publishing this document and offering National Board Certification to educators, NBPTS aims to affirm the practice of the many library media specialists who meet these standards and to challenge others to strive to meet them. Moreover, NBPTS hopes to bring increased attention to the professionalism and expertise of accomplished library media specialists and in so doing to pave the way for greater professional respect and opportunity for those essential members of the teaching community.

In addition to being a stimulus to self-reflection on the part of teachers at all levels of performance, *Library Media Standards* is intended to be a catalyst for discussion among administrators, staff developers, and others in the education community about accomplished practice in this field. If these standards advance the conversation about accomplished teaching, they will provide an important step toward the National Board's goal to improve student learning in our nation's schools.

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The development of the NBPTS *Library Media Standards*, the basis for National Board Certification for library media specialists who teach students ages 3 through 18+, represents a momentous achievement. These standards are the result of the tenacious efforts of educators, the majority of whom are practicing library media specialists, who gathered to forge a consensus about the characteristics of accomplished practice in this field. *Library Media Standards* is a result of the committee's unrelenting dedication to improve teaching and learning by elaborating eloquently on what these accomplished teachers should know and be able to do.

The Library Media Standards Committee, an energetic and committed group of educators assembled by the National Board for Professional Teaching Standards, led the effort to articulate and develop standards for this field. In the course of constructing the standards for accomplished practice in its field, the committee exhibited the creativity, collegiality, and professionalism that are the hallmarks of accomplished library media specialists. The uniqueness of the library media field was evident in the personalities and contributions of these extraordinary educators. In particular, the leadership of Chair Sharon Coatney and Vice Chair David Loertscher prompted the group to achieve its mission by developing standards that are representative of the field. This noble and substantial endeavor was supported by Sandra Days, who proved to be an able and talented facilitator.

The work of the Library Media Standards Committee was guided by numerous individuals; among them, the Standards and Professional Development Working Group of the NBPTS Board of Directors, a diverse group of educators who reviewed the standards document at various points in its development, made suggestions about how it could be strengthened, and gave its approval to publish the final version. Representing the NBPTS Board of Directors as a liaison to the Library Media Standards Committee was Kyle Dahlem, whose knowledge and enthusiasm made her a valuable advisor and friend to the standards committee and staff. She contributed significantly to the work of the committee and was helpful in representing its views at NBPTS board meetings.

Hundreds of individuals not directly associated with NBPTS aided the development of *Library Media Standards*. Library media educators and other scholars, state and local officials, and representatives of disciplinary organizations reviewed a draft of the standards document when it was disseminated nationwide during a public comment period.

Many staff members and consultants to NBPTS also deserve thanks for helping to make the publication of *Library Media Standards* possible. Chuck Cascio, former Vice President for Certification Standards and Teacher Development, shepherded the standards from their inception through their adoption by the NBPTS Board of Directors. Jacqueline Olkin, former Manager for Certification Standards and Teacher Development, supervised the writing and editing of the standards; she also planned and assisted in facilitating standards committee meetings. Writing credits go to Kent Harris, consultant to NBPTS, who wrote the later drafts of the standards document. Teachers-in-Residence Mary Lease and Maria Telesca assisted in the editorial process, contributing a fresh perspective on the document. Administrative Assistant Glowena Harrison ably supported the work of the standards committee, coordinating travel, mailings, and the preparation of meeting materials. Consultant Angela Dupperrouzel was a dependable and enthusiastic on-site coordinator for the standards committee meetings.

In presenting these standards for accomplished library media specialists, the National Board for Professional Teaching Standards recognizes that this publication would not have evolved without the considerable contributions of numerous individuals and institutions. On behalf of NBPTS, I extend my thanks to all of them.

Michael Knab
Manager, Certification Standards



The core propositions of the National Board for Professional Teaching Standards

- 1) *Teachers are committed to students and their learning.*
- 2) *Teachers know the subjects they teach and how to teach those subjects to students.*
- 3) *Teachers are responsible for managing and monitoring student learning.*
- 4) *Teachers think systematically about their practice and learn from experience.*
- 5) *Teachers are members of learning communities.*