

State Certification Standards for School Library Media Specialists [uscert]

February 1995

If received by February 1995, the full description of the course work and competency statements for the school library media positions are given. In addition, current addresses, phone numbers, and internet addresses have been provided for divisions for teacher certification and divisions for school library media services. If complete information was not provided, only addresses and phone numbers are given following the state's name.

Representatives from teacher certification offices and library media technology offices are encouraged to provide updated information on certification standards as well as changes in personnel, address, and internet communications to:

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ALABAMA
February 1995

Supp. No. 91-1

Professional Services

290-030-303-.71 Library Media.

Teacher education library-media programs reviewed by the Alabama State Department of Education prior to February 1, 1991, shall comply with Ala. Admin. Code r. 290-030-303-.71(1) through (6). Programs reviewed on February 1, 1991, and thereafter, shall comply with Ala. Admin. Code r. 290-030-030-.71(1) through (8).

(1) The study of library-media begins at the fifth year of collegiate study. Eligibility for certification in library-media shall include certification in a teaching field and one year of teaching experience, as prescribed in Ala. Admin. Code r. 290-030-020-.03(11)a.

(2) Purposes. The library-media specialist in the schools provides:

- (a) Leadership in determining the goals of the library-media program;
- (b) Leadership in procurement, organization, design, and management services needed to enable the library-media program to make its most effective contribution to the instructional program of the schools; and
- (c) Leadership in evaluating and improving effectiveness of the library-media program.

(3) Curriculum. The curriculum to prepare the library-media specialist shall assist the student to acquire knowledge and competence to:

- (a) Understand the instructional program of the school;
- (b) Understand the functions of the library-media program;
- (c) Establish and implement policies and procedures for selecting, acquiring, processing, cataloging, and distributing materials and equipment;
- (d) Understand instructional technology, communications theory, and the proper use of each;
- (e) Work with students and faculty in the provision of library-media resources and services to achieve educational goals;
- (f) Produce instructional materials, including visual and audio methodologies;
- (g) Plan, design, and test instructional strategies using appropriate communications technology;
- (h) Implement policies and procedures for maintaining security and control of materials, media, equipment, and facilities;

(4) Evaluation for Certification. Criteria for determining eligibility for certification as a library-media specialist shall include the following:

(a) A grade point average of not less than 2.0 on a 3-point scale or 3.0 on a 4-point scale on all work attempted in the Alabama State Board of Education approved teacher education program.

(b) Performance as a library-media specialist in clinical experiences which total at least 300 clock hours, including at least a 100-clock-hour internship each in elementary and secondary schools; and

(c) A passing score on a comprehensive written and/or oral examination designed by the institution to cover the content of the program.

(d) Curriculum. The curriculum to prepare the prospective library-media specialist shall include an instructional support area of 15 semester or 22 quarter hours. The curriculum shall provide the prospective library-media specialist with the following knowledge and skills:

(5) Knowledge. The prospective library-media specialist shall demonstrate knowledge of:

- a. The overall program of each school level, including, but not limited to, their organization and program of instruction;
- b. The contribution of the library-media program to the educational process;
- c. The roles and responsibilities of the library-media specialist;
- d. The ethical and legal principles related to school library-media programs, including intellectual freedom, copyright, and confidentiality of information;
- e. The legislation, requirements, policies, and professional recommendations which affect school library-media programs;
- f. The importance of and opportunities for continuous professional development, including professional organizations, professional literature, and peer networks;
- g. The research findings related to school library-media programs;
- h. Procedures for producing instructional materials to meet learning objectives and learner characteristics;
- i. The relationship needed between home and school to develop lifelong learners;
- j. The application of instructional and information technologies in a school setting;
- k. The characteristics of learners in a multicultural society, including their abilities, interests, needs, and learning styles;
- l. The literature and resource materials available;
- m. Community resources to strengthen a school program;
- n. Procedures for budget preparation, justification, and administration;
- o. Systematic procedures for planning, implementing, and evaluating a library-media program to meet the characteristics of a specific school;
- p. Procedures for ensuring that students and staff have physical, intellectual, and organizational access to library-media centers, collections, and services;
- q. The development of policies and procedures relative to the operation of school library-media programs and centers;

- r. Systematic procedures for and factors to be considered when selecting materials that match instructional goals and meet the needs of a multicultural school population;
- s. Systematic procedures for acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection;
- t. The attributes of different information formats;
- u. Strategies to motivate students and staff to use a collection of resources;
- v. Procedures for planning, conducting, and evaluating inservice programs to meet the needs of media staff and school faculty;
- w. Strategies to communicate the contributions of the library-media program to administrators, teachers, parents, school board members, and the general public;
- x. Procedures and strategies to integrate information skills into the curriculum;
- y. Systematic procedures to design, implement, and evaluate instructional activities;
- z. Procedures for developing curriculum at the building and school system levels;
- aa. A continuum of activities through which the school library-media specialist can assist teachers in the teaching-learning process;
- bb. A continuum of activities through which the school library-media specialist can motivate students to read, listen, and view a variety of appropriate resources;
- cc. The components of effective interpersonal relationships in the school;
- dd. Procedures for responding to intellectual freedom challenges and managing reconsideration requests;
- ee. The contributions of an advisory committee to a successful school library-media program;
- ff. Procedures for organizing a school library-media advisory committee that is composed of representatives of the school community, including teachers, administrators, parents, and students; and
- gg. Techniques for conducting meetings of the advisory committee to identify priorities for library-media services, to specify collection needs, and to recommend policies and procedures.

(6) Ability. The prospective library-media specialist shall demonstrate ability to:

- a. Participate at various levels as a member of the instructional team in the design, implementation, and evaluation of instruction; for example, creating learning objectives, providing relevant resources, and planning a learning activity;
- b. Systematically design, develop, implement, and evaluate a learning activity or unit of instruction;
- c. Assist students and teachers in locating, retrieving, and interpreting information in various formats;
- d. Produce instructional materials that meet specific objectives and learner needs;
- e. Relate literature for children and young adults to their interests and ability;
- f. Plan, implement, and evaluate inservice education programs;
- g. Assist students and teachers in the application of information skills;
- h. Retrieve needed information from global sources through networking and other strategies

- to meet the requests of users;
- i. Implement procedures that promote compliance with copyright laws and confidentiality laws and confidentiality laws without infringing on the user's intellectual freedom;
 - j. Systematically design, develop, implement, maintain, and evaluate a library-media program;
 - k. Apply management principles in operating a library-media center, supervising personnel, and promoting use of the collection;
 - l. Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population; Maintain and circulate a collection of materials and related equipment;
 - m. Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use; and
 - n. Utilize research results to improve library-media programs.

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50 North Ripley Street
Montgomery, AL 36104-3833

Division of School Library Media Services
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Instructional Services
Gordon Persons Building, Room 3340
50 N. Ripley Street
Montgomery, AL 36130

ALASKA

February 1995

Type C Special Services Certificate

A Type C Special Services Certificate, valid for five years, may be issued to the person who;

1. Has preparation in a special service area;
2. Has a bachelor's or higher degree;
3. Is recommended by the preparing institution;
4. Earned six (6) semester hours or nine (9) quarter hours of credit within the past five years; and
5. Earned three (3) semester hours in Alaska studies and three (3) semester hours in multicultural education or cross-cultural communications.

Applicants who do not meet the requirement of six semester hours of credit earned in the prior five years, but who meet other requirements may apply for a Temporary Certificate valid for one year (see Temporary Certificate).

Applicants meeting other requirements for certification but who lack three semester hours of credit in Alaska studies and three semester hours of credit in multicultural education or cross-cultural communications may apply for a Provisional Certificate (see Provisional Certificate).

Endorsements under a Type C Certificate include audiology, occupational therapy, physical therapy, recreation, school nursing, school psychology, school psychometry, social work, speech pathology, counselor, and library science-media.

A Type C certificate does not qualify the holder for assignment as a regular classroom teacher.

Provisional Certificate

A Provisional Certificate, nonrenewable and valid for up to two years may be issued to an applicant who has not completed three (3) semester hours in Alaska studies and three (3) semester hours in multicultural education or cross-cultural communication who otherwise meets the requirements for a Type A, Type B, or Type C Certificate. Upon satisfactory completion of the specified course(s) and the submission of an Application for Regular Certificate--together with transcript(s) and fees--a regular Type A, Type B, or Type C Certification (A five year certificate) will be issued.

Temporary Certificate

A Temporary Certificate, valid for one year, may be issued to an applicant for a Type A, Type B, or Type C Certificate who has not earned six (6) semester hours or nine (9) quarter hours of credit within the prior five years, provided that the applicant has had at least three years of satisfactory teaching experience, and has never held an Alaska certificate. A Temporary Certificate is non-renewable.

In order to become eligible for a regular Type A, Type B, or Type C Certificate, the applicant must show evidence of having earned three (3) semester hours of credit in Alaska studies and three (3) semester hours of credit in multicultural education or cross-cultural communications either prior to the issuance of the Temporary Certificate or after its attainment as part of the six hour recency requirement.

The holder of a Temporary certificate who subsequently meets the recency requirement, but who does not as yet meets the Alaska Studies requirement and the multicultural education requirement may apply for a Provisional Certificate.

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Alaska Department of Education
801 West 10th Street, Suite 200
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(907) 465-2831
FAX (907) 465-2441

Division of Library/Media Services
(907) 269-6568
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Internet: ASLAN@MUSKOX.ALASKA.EDU

ARIZONA
February 1995

Requirements for the School Library Media Specialist Endorsement
(Effective March 10, 1994)

Temporary School Library Media Specialist Endorsement (TLE)
(Grades K-12; valid 8 years; nonrenewable)

Requirements are:

Arizona elementary, secondary or special education certificate

One year successful experience as a classroom teacher
(verified by the district)

Eighteen semester hours of upper division or graduate coursework
in library science to include:

	Cs. # + s.h.
<input type="checkbox"/> Literature for children or adolescents	_____
<input type="checkbox"/> Cataloging and classification	_____
<input type="checkbox"/> Administration and organization of the school library	_____
<input type="checkbox"/> Principles and policies of selection of book and nonprint materials	_____
<input type="checkbox"/> Reference	_____
<input type="checkbox"/> School library practicum	_____

Standard School Library Media Specialist Endorsement (LEN)

Qualifies for a Temporary School Library Media Specialist Endorsement

Master's degree

In library and information science

or

In education with a preparation in library and information science
(Curriculum and Instruction, media communications, instructional
technology)

or

40 graduate semester hours with a preparation in library and
information science

(Curriculum and Instruction, media communications, instructional
technology)

or

Combination of in-service and graduate semester hours [totaling] 40

(Curriculum and Instruction, media communications, instructional
technology)

(Not to exceed 150 clock hours of in-service)

ADE 134-210 (4/94) (5086)
gab702.jrm

Certification Division
Arizona Dept of Education
P O Box 25609
Phoenix, AZ 85002

Division for School Library Media
Arizona Dept of Education
1535 W. Jefferson
Phoenix, AZ 85007

ARKANSAS

February 1995

*Library Media Specialist (24 hours)

A grade point of 2.5 must be maintained in the endorsement area.

Specialization Requirements:

24 hours in the following:

Relation of Media to Instructional Systems, including Curriculum Dev;
Organization and Administration of Media Programs;
Evaluation, Selection and Organization of Media & Accompanying Technology;
Utilization of Media and Accompanying Technology;
Production of Media;
Research and Evaluation of Media Programs;
Leadership & Professionalism;
Practicum

Professional Education Requirements (12 Hours + Practicum):

Study of the Elementary or Secondary school;
Study of the Learning Processes;
Teaching in the Secondary OR Elementary school;
Methods in Reading;
Practicum

Additional Requirements:

Applicant must possess a current and valid teaching certificate.

Test Requirements: NTE Specialty Area, Library Media Specialist, Minimum Score 540

Certificates will be granted at the same level of the teaching certificate.
(i.e. elementary, secondary, or K-12)

Master's degree in an approved program including Library Science and Educational Media or a unified Library Media program offered by a regionally or nationally accredited institution. The master's program must include a minimum of 24 graduate hours, designed to develop comprehensive competencies in the areas listed above.

Practicum of three semester hours (minimum of 120 clock hours of directed

experience in a unified school library media center at the same level of the teaching certificate.) One year of successful employment in a unified school library media center or two years successful public school classroom teaching experience in an accredited elementary or secondary school, plus three additional semester hours in library media education may be substituted for the practicum experience.

Required of persons holding an elementary or secondary teaching certificate to add the K-12 Library Media Specialist. Additional hours must be completed in the area other than the level of the teaching certificate.

Practicum experience--50% in a unified elementary library media center and 50% in a unified secondary library media center.

ARK. CODE ANN. 6-17-402
ADE FORM--INS-04-00-038

[9/1/92]

Library Media Administrator (30 hours)

A grade point of 2.5 must be maintained in the endorsement area.

Specialization Requirements*:

30 hours in the following:

Public School Organization and Administration;

Supervision;

Educational Publicity and Leadership;

Administrative Application of the Systems Concept;

Advanced School Plant Planning;

Public School Business Management;

Personnel Management;

Advanced Administration of Systemwide Media Programs;

Specific Area(s) of Library Media Education

Additional Requirements: Applicant must have a minimum of four years' successful experience as a classroom teacher in an accredited elementary or secondary school and/or as a Library Media Center Specialist in a unified school library media center (a minimum of two of the four years' experience must have been as a media center specialist).

Test Requirements: NTE Specialty Area, Library Media Specialist, Minimum Score 540

Must be certified as a Library Media Specialist K-12
Must have a master's degree plus 30 semester hours in graduate education
courses, including an appropriate distribution in administration,
supervision and related fields as indicated above.

ARK. CODE ANN. 6-17-402
ADE FORM--INS-04-00-040

Teacher Education & Licensure
Department of Education, Room 106B
#4 State Capitol Mall
Little Rock, Arkansas 72201-1071
Telephone 501-682-4344

Division for School Library Media Services
Arkansas Department of Education
Margaret Crank, Library/Media Specialist
#4 State Capital Mall, 107A
Little Rock, AR 72201-1071
(501) 682-4396

CALIFORNIA

February 1995

Library Media Teacher Services Credential

Requirements:

1. A baccalaureate degree from a regionally accredited college or university;
2. A valid prerequisite California teaching credential that requires a program of professional preparation including student teaching*;
3. Completion of either A or B:
 - A. A Commission-approved Library Media Teacher Services program and the recommendation of the California college or university where the program was completed,
 - or
 - B. Completion of a out-of-state Library Media Teacher Services program consisting of at least 30 graduate semester unites approved by the appropriate state agency in the state where the program was completed. Every field work course taken for a credential must have been completed with a grade of B or better on a five point scale. Applicants who received a pass or credit or satisfactory are assumed to have completed their field work at a level equivalent to or higher than a B on a five point scale.
4. Passage of the California Basic Educational Skills Test (CBEST). For information about CBEST, contact your California employer or CBEST Program, Educational Testing Service, P.O. Box 23260, Oakland, CA 94623-2326, (510) 654-1200.

Authorization:

The Library Media Teacher Services Credential authorizes the holder to assist and instruct pupils in the choice and use of library materials; to plan and coordinate school library programs with the instructional programs of a school district; to select materials for school and district libraries; to conduct a planned course of instruction for those pupils who assist in the operation of school libraries; to supervise classified personnel assigned to school library duties; and to develop procedures for and management of the school and district libraries.

Note: In order to renew the Professional Clear credential you must complete 150 clock hours of planned and approved professional growth activities and the equivalent of full-time service for one-half and one school year on your Professional Clear credential. Please refer to your Professional Growth Manual.

California Institutions with Approved Library Media Teacher Services Programs:

California State University Chico
California State University Long Beach
California State University Los Angeles
San Jose State University
University of California Berkeley
University of California Los Angeles
Fresno Pacific College

*If you do not now hold a prerequisite teaching credential, contact the Commission office or a California college or university with a Commission-approved program about obtaining a Multiple Subject (elementary/self-contained classroom) or Single Subject (secondary/departmentalized classroom) Teaching Credential.

Name changed from "Librarianship" to "Librarian Media Teacher" on 1-1-89.
Reference: Title 5, California Code of Regulations, Section 80053

CL-562

8/94

State of California
Commission on Teacher Credentialing
Box 944270 (1812 9th Street)
Sacramento, CA 94244-2700
(916) 455-7254

Division for Library Media Services
721 Capitol Mall, Room 211
Sacramento, CA 95814-4785

COLORADO

February 1995

Division of Teacher Certification

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Division for Library Media Services

(303) 866-6730

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Colorado State Library

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CONNECTICUT

February 1995

Division for Teacher Certification
Connecticut State Dept of Education
P O Box 2219
Hartford, CT 06145
(203) 566-5201
FAX (203) 566-8929

Division for Library Media Services
Betty Goyette
State Dept of Education
165 Capitol Ave
Hartford, CT 06106
(203) 566-6660
FAX (203) 566-5623

DELAWARE

February 1995

Delaware
State Department of Public Instruction
Certification of Professional Public School Personnel

Librarian/Media Specialist

I. Requirements for Standard Certificate

A. Bachelor's degree from an accredited college; and

B. Professional Education

1. 15 semester hours of coursework in Professional Education to include human development and methods of teaching;

or

2. A valid Standard Delaware teaching certificate;

and

C. Specialized Professional Preparation

1/ Completion of a Bachelor's degree in an approved (NCATE/NASDTEC) program in School Library Science;

or

2. Completion of a Master's degree in an approved (NCATE/NASDTEC/American Library Association) program in School Library Science;

or

3. A minimum of 27 semester hours in Library/Media Education covering the following areas:

Foundations in Library Services/Library Trends

Reference Sources

Literature for Children

Literature for Adolescents

Evaluation, Selection, Acquisition of Resources/Production of
Teacher Resources
Cataloging and Classification
Organization and Administration of Library/Media Programs and
Services
Technology in the Library (including microcomputer word processing, and
on-line/CD-ROM technology)
Instructional Design/Curriculum Development for the School Library
and

Completion of a Practicum of 12 or more semester hours in a School Library
(with experience at both the elementary and secondary levels);

or

One year of successful, full-time experience as a School Librarian/Media
Specialist, and 6 additional semester hours in Library Science from the areas specified
above in I. C. 3.

II. Requirements for the Limited Standard Certificate

Issued for a period of up to three years at the request of a Delaware public school district
to a person who meets the requirements listed below, and who is employed as a School
Librarian/Media Specialist to allow for the completion of the requirements for the
Standard certificate as specified in Section I above. The Limited Standard certificate can
be extended for 3 years (at the request of a school district) upon completion and
verification of 12 additional semester hours of the coursework specified above in I. C. 3.

A. Requirements of I. A. and B. above

and

B. A minimum of 3 years of successful, full-time work experience at the level
(elementary, middle, secondary) of assignment;

and

C. A minimum of 6 semester hours in Library Science selected from the list under I. C. 3.

Division of Teacher Certification
P.O. Box 1402
Dover, DE 19903

Division for Library Media Services
Thomas F. Brennan, Information and Technology
(302) 739-4692

DISTRICT OF COLUMBIA

February 1995

1662 SCHOOL LIBRARIAN/MEDIA SPECIALIST (K-12)

1662.1 For certification as a school librarian/media specialist, the following is required:

- (a) A master's degree from an accredited institution;
- (b) Twenty-one (21) semester credits in library and/or information science including the following:
 - (1) Cataloging and classification;
 - (2) Computerized applications of library automation and information access;
 - (3) Instructional media design and production;
 - (4) Organization of school library media programs and collections;
 - (5) Reference sources and services;
 - (6) Evaluation, selection and utilization of instructional media for children and young people; and,
 - (7) Integration of library resources in the curriculum.

[(c)] Directed field experience in a school library media center with an experienced media specialist or two (2) years of successful teaching or one (1) year of library experience.

Division of SEA/LEA Operations and Special Programs
Teacher Education and Certification Branch
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FLORIDA

February 1995

EDUCATIONAL MEDIA SPECIALIST (GRADES PK-12)

Florida State Board of Education Rule 6A-4.0251

Specialization Requirements for Certification in Educational Media Specialist (Grades PK-12)--Specialty Class Beginning July 1, 1992.

(1) Plan One. A bachelor's or higher degree with an undergraduate or graduate major in educational media,

OR

(2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in educational media to include the areas specified below:

(a) Six (6) semester hours in the management of library media program with at least three (3) semester hours in the management of school library media programs. Courses in this area include: philosophy and role of the library media program in the school; planning, implementing and evaluating library media programs; techniques of library media center operation; application of technology to library media management; and trends and issues which influence library media programs;

(b) Three (3) semester hours in the instructional role of the library media specialist. Courses in this area include: methods of teaching library skills and techniques for using library media resources in the curriculum;

(c) Three (3) semester hours in collection development. Courses in this area include: evaluation, selection, and maintenance of library media resources in print and nonprint formats;

(d) Six (6) semester hours in library media resources. Courses in this area include: literature in both print and nonprint formats for both children and adolescents;

(e) Three (3) semester hours in reference sources and services. Courses in this area include: print and electronic resources and techniques for providing information services;

(f) Three (3) semester hours in organization of collections. Courses in this area include classification and cataloging principles and techniques; and

(g) Six (6) semester hours in the design and production of educational media to include three (3) semester hours in a survey course which includes graphic, video, audio, and photographic techniques.

NOTE: This is an excerpt covering specialization requirements only. Other requirements which must be completed for the Professional Certificate are specified in Rules 6A-4.001 through 6A4.006, FAC.

3/92

Division for Teacher Certification
State of Florida
Department of Education
Tallahassee, Florida 32399

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GEORGIA

February 1995

502-2-.116 Media Specialist

(1) Professional Certificate

(a) To qualify for a Professional certificate in Media Specialist, an applicant shall:

1. complete an approved program in Media Specialist and obtain the professional recommendation from the preparing institution per Rule 505-2-.06 or provide documentation of out-of-state certification per Rule 505-2.15;

(i) If the approved program recommendation or the out-of-state certificate are based on bachelor's degree level preparation the certificate will be issued as a Nonrenewable Service (NS) certificate.

2. complete the special Georgia requirements per Rule 505-2-.08 applicable to Media Specialist as follows:

(i) special education;

(ii) certification test.

(b) Validity Period. The professional renewable and nonrenewable certificate have a standard validity of five years. The validity period begins on the date all requirements for the certificate are met or July 1, whichever is more recent, and expires June 30 five years later, provided that the special Georgia requirements have been completed. If any are missing, the certificate will be issued with a validity period of one year upon the request of an employing Georgia superintendent.

(c) Renewal Requirements.

1. To renew a clear renewable certificate in Media Specialist, an applicant must earn 10 quarter hours of college credit or Georgia staff development unit credit. This credit shall be completed per Rule 505-2-13. Applicable special Georgia requirements will be required if not previously satisfied. A nonrenewable Service certificate cannot be renewed. During the five year validity period, the applicant must complete an approved master's degree program in Media Specialist or, if a master's

degree in another areas has been completed, additional course work to qualify for the clear renewal certificate.

2. If the certificate is issued with a one year validity period, it may be extended for an additional four years after the special Georgia requirements have been satisfied.

(2) Emergency Certificate

(a) To qualify for an Emergency certificate in Media Specialist, an applicant shall:

1. be employed in a Georgia school and have the certificate requested by the employing superintendent;

2. be eligible for a Professional certificate in Media Specialist, but not meet recency of study requirements for the initial Georgia certificate or be eligible for a clear renewable certificate in Media Specialist but not course renewal or reinstatement requirements for an expired Georgia certificate;

3. have previously satisfied the specific certification test required by the commission if a Georgia certificate is being renewed reinstated.

(b) If one or more special Georgia course requirements are needed in addition to recency of study, renewal or reinstatement requirements, the necessary course work shall be completed during the validity period of the emergency certificate. This course work may also be used toward the recency-of-study, renewal or reinstatement requirements.

(c) **Validity Period.** The emergency certificate in Media Specialist will be valid for one year. The validity period begins the date eligibility for the certificate is established or July 1, whichever is more recent and expires June 30 of the following year. If the applicant is employed January 1, the validity period begins the first day of the month of employment and expires June 30 of the following year.

(d) **Renewal Requirements.** Emergency certificates cannot be renewed or extended. All requirements to remove the emergency factor shall be completed during the validity period of the certificate. An emergency certificate shall not be issued for consecutive validity periods or issued after a previously held one-year certificate.

(3) Provisional Certificate

(a) To qualify for a provisional certificate in Media Specialist, an applicant shall:

1. satisfy the specific certification test required by the commission;
2. be employed in a Georgia school and have the certificate requested by the employing superintendent;
3. hold a master's or higher degree in a library science field from a regionally accredited institution.

(b) **Validity Period.** The initial provisional certificate will be valid for three years. The beginning validity date will be the date requirements for the certificate are completed or July 1, whichever is most recent, and will expire June 30 three years later. If the applicant is employed after January 1, the validity period will begin on the first day on the month of employment and expire June 30 three years later.

(c) **Renewal Requirements.** The provisional certificate cannot be renewed. The approved program and all applicable special Georgia requirements must be completed during the validity period.

(4) To Add the Field

(a) To add Media Specialist to an established professional certificate in any teaching field an applicant shall:

1. Complete an approved program in Media Specialist and obtain the professional recommendation from the preparing institution per Rule 505-2-.06 or earn credit as follows:

(i) if the applicant's highest degree level earned is the bachelor's degree, complete 40 quarter hours of acceptable undergraduate or graduate credit in media content which must include 5 quarter hours in each of the following areas:

(I) Selection and Utilization;

(II) Design and Production;

(III) Technical processing/cataloging;

(IV) Administration and management of media services;

(V) Information Services;

(VI) Literature for students;

(VII) An internship in a school media center;

(VIII) A media elective or related subject such as teaching reading;

(ii) completion of these 40 quarter hours will result in a nonrenewable certificate which must be converted to the Clear Renewable certificate within five years by completing a master's degree in media specialist;

(iii) if the applicant holds an acceptable master's or higher degree, complete 60 quarter hours of college credit in media or related content, a minimum of 25 quarter hours of which must be earned as acceptable graduate credit, to include requirements for the nonrenewable media specialist certificate (see subparagraph (i) above) plus an additional 20 quarter hours of media content to include 5 quarter hours in instructional design and a development and 5 quarter hours in automation and data processing.

2. complete the special Georgia requirements per Rule 505-2-.08 applicable to the field of Media Specialist.

(b) To add Media Specialist to a professional service or leadership field when no teaching field has been established, and applicant shall:

1. complete the course work outlined under paragraph (4) (a) 1. (i) and (ii) of this rule;

2. complete 5 quarter hours of acceptable graduate credit in each of the following areas:

(i) Nature of the Learner, P-12;

(ii) Curriculum, P-12; and

(iii) Research;

3. complete the special Georgia requirements per Rule 505-2-.08 applicable to the field of Media Specialist.

(5) Probationary Certificate

(a) to qualify for a Probationary certificate in Media Specialist, an applicant shall:

1. hold a valid professional Georgia school certificate in any field;
2. be employed in a Georgia school and have the certificate requested by the employing superintendent;
3. have completed 20 quarter hours of acceptable college credit in media content.

(b) Validity Period. The maximum number of years one may hold a probationary certificate in media specialist is five. The standard validity period or the probationary certificate in media specialist is three years. The beginning validity date will be the date requirements for the certificate are met or July 1, whichever is most recent and will expire June 30 three years later. If the base certificate is not valid for an additional three years, the probationary certificate will expire with the base certificate.

(c) Renewal Requirements. To renew the probationary certificate in Media Specialist for an additional two years a minimum of 30 quarter hours toward the approved program in Media Specialist shall be earned during the three-year validity period. When 30 quarter hours or less are required to add the field, all requirements shall be completed during the three-year validity period. If the probationary certificate is issued for less than three years because the base field is not valid for the additional three years, the probationary certificate can be extended when requirements to renew or extend the base certificate in Georgia, and the test is required, the test in either the base field or Media Specialist will be accepted to renew the probationary certificate.

(6) In-Field Statement An individual with a certificate in Media Specialist is in field to serve as a media specialist grades P-12.

Authority O.C.G.A. 20-2-200

[Effective 7/1/94]

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HAWAII

February 1995

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Division for School Library Media Services
Special Instructional Programs
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IDAHO

February 1995

Education Media Generalist K-12

Not less than twenty semester credit hours in the general field of educational media (or library science), at least fifteen hours of which must be in the areas of material selection and collection development, organization and administration of educational materials, library automation and information technology research methods, and literature written for youth. Teaching assignments possible: Library.

[July 1, 1994]

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ILLINOIS

February 1995

Media

Preparation of Persons Providing Media Services

1) Media Professional: responsible for both library and audio-visual services to students, teachers and other school personnel.

Appropriate teacher certificate. Work in the field: 18 semester hours in library science-media; professional preparation (at hour-year college and/or graduate levels) in administration, organization (cataloging and classification), reference, and selection of materials (elementary and/or secondary levels).

2) Media Specialist: responsible for both library and audio-visual services to students, teachers and other school personnel.

Standard Special Certificate with Library Science-Media (instructional materials) Teaching Endorsement. Work in field: 32 semester hours in media (instructional materials, library science, audio-visual) including professional preparation (at four-year college and/or graduate levels) in administration, organization (cataloging and classification), reference and selection of materials for both elementary and secondary levels, production and communications.

3) Media Supervisor or Director: works with teachers and supervises other media professional and specialists.

Supervisory or Standard Special Supervisory Endorsement, or the General Supervisory Endorsement (Administrative Certificate) with specialization in media.

4) These standards do not apply to those individuals employed prior to September 1, 1978.

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INDIANA

February 1995

515 IAC 1-1-44 School media services all grade major (36 semester hours)

Authority: IC 20-1-1-6

Affected: IC 9-24-8; IC 20-1-1; IC 20-1-6; IC 20-10.1

Sec. 44. (a) Coursework shall include:

- (1) Selection, utilization and evaluation of instructional materials.
- (2) Preparation of instructional materials.
- (3) Cataloging and classification of instructional materials.
- (4) Organization and administration of school media centers, including practicum.
- (5) Basic reference sources and bibliography.
- (6) Related electives from both print and nonprint type media courses.

(b) Coverage: The holder of the school media services all grade major is eligible to serve in libraries, audiovisual centers and joint centers for all grades.

(c) Professionalization: This all grade major may be professionalized when the candidate has completed six (6) semester hours in school media services at the graduate level and has met the professionalization requirements for the basic preparation level of the standard license.

(Professional Standards Board; 515 IAC 1-1-44; filed Jun 12, 1984, 3:10 p.m.: 7 IR 1846) NOTE: Transferred from the Commission on Teacher Training and Licensing (530 IAC 2-1-43) to the Indiana State Board of Education (511 IAC 10-1-40) by P.L. 20-1984, SECTION 206, effective July 1, 1984. NOTE: Transferred from the Indiana State Board of Education (511 IAC 10-1-40) to the Professional Standards Board (515 IAC 1-1-44) by P.L. 46-1992, SECTION 19, effective July 1, 1992.

515 IAC 1-1-45 Audiovisual services all grade minor (24 semester hours)

Authority: IC 20-1-1-6

Affected: IC 9-24-8; IC 20-1-1; IC 20-1-6; IC 20-10.1

Sec. 45. (a) Coursework shall include:

- (1) Selection, utilization and evaluation of instructional materials.

- (2) Preparation of instructional materials.
- (3) Organization and administration of school media centers.
- (4) Related electives.

(b) Coverage: The holder of the audiovisual services all grade minor is eligible to serve in audiovisual centers in all grades.

(c) Professionalization: This all grade minor may be professionalized when the candidate has completed twelve (12) semester hours in library services, six (6) of which must be at the graduate level and has met the professionalization requirements for the basic preparation level of the standard license. Upon professionalization, the holder is eligible to serve in both libraries and audiovisual centers in all grades.

(Professional Standards Board; 515 IAC 1-1-45; filed Jun 12, 1984, 3:10 p.m.: 7 IR 1846) NOTE: Transferred from the Commission on Teacher Training and Licensing (530 IAC 2-1-44) to the Indiana State Board of Education (511 IAC 10-1-41) by P.L. 20-1984, SECTION 206, effective July 1, 1984. NOTE: Transferred from the Indiana State Board of Education (511 IAC 10-1-41) to the Professional Standards Board (515 IAC 1-1-45) by P.L. 46-1992, SECTION 19, effective July 1, 1992.

515 IAC 1-1-46 Library services all grade minor (24 semester hours)

Authority: IC 20-1-1-6

Affected: IC 9-24-8; IC 20-1-1; IC 20-1-6; IC 20-10.1

Sec. 46. (a) Coursework shall include:

- (1) Selection, utilization and evaluation of instructional materials.
- (2) Cataloging and classification of instructional materials.
- (3) Basic reference sources and bibliography.
- (4) Organization and administration of school media centers including practicum.
- (5) Related electives.

(b) Coverage: The holder of the library services all grade minor is eligible to be a librarian in all grades.

(c) Professionalization: This all grade minor may be professionalized when the candidate has completed twelve (12) semester hours in audiovisual services, six (6) of which must be at the graduate

level and has met the professionalization requirements for the basic preparation level of the standard license. Upon professionalization, the holder is eligible to serve in both libraries and audiovisual centers in all grades.

(Professional Standards Board; 515 IAC 1-1-46; filed Jun 12, 1984, 3:10 p.m.: 7 IR 1847) NOTE: Transferred from the Commission on Teacher Training and Licensing (530 IAC 2-1-45) to the Indiana State Board of Education (511 IAC 10-1-42) by P.L. 20-1984, SECTION 206, effective July 1, 1984. NOTE: Transferred from the Indiana State Board of Education (511 IAC 10-1-42) to the Professional Standards Board (515 IAC 1-1-46) by P.L. 46-1992, SECTION 19, effective July 1, 1992.

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IOWA

February 1995

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Elementary School Media Specialist (K-6): Completion of 24 semester hours in school media coursework to include the following:

1. Knowledge of materials and literature in all formats for elementary children.
2. Selection, utilization and evaluation of library media materials and equipment.
3. Design and production of instructional materials.
4. Acquisition, cataloging and classification of materials and organization of equipment.
5. Information retrieval, reference services and networking.
6. Planning, evaluation and administration of media programs.
7. Practicum in an elementary school media center.

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Secondary School Media Specialist (7-12): Completion of 24 semester hours in school media coursework to include the following:

1. Knowledge of materials and literature in all formats for adolescents.
2. Selection, utilization and evaluation of library media materials and equipment.
3. Design and production of instructional materials.
4. Acquisition, cataloging and classification of materials and organization of equipment.
5. Information retrieval, reference services and networking.
6. Planning, evaluation and administration of media programs.
7. Practicum in a secondary school media center.

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School media specialist K-12

a. Authorization. The holder of this endorsement is authorized to serve as a school media specialist in kindergarten and grades one through twelve.

b. Program requirements:

(1) Degree--master's

(2) Content. Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 30 semester hours in school media course work, to include the following:

1. Planning, evaluation and administration of media programs.
2. Curriculum development and teaching and learning strategies.
3. Instructional development and communication theory.
4. Selection, evaluation and utilization of library media materials and equipment.

5. Acquisition, cataloging and classification of materials and organization of equipment.
6. Design and production of instructional materials.
7. Methods for instruction and integration of media skills into the school curriculum.
8. Information retrieval, reference services and networking.
9. Knowledge of materials and literature in all formats for elementary children and adolescents.
10. Reading, listening and viewing guidance.
11. Utilization and application of computer technology.
12. Practicum at both the elementary and secondary levels.
13. Research in media and information science.

Note: The applicant must be the holder of or eligible for the provisional license.

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KANSAS

February 1995

91-1-107a. Library media.

(a) Each applicant for a library media endorsement shall have completed a state-approved library media program which includes graduate level coursework, shall have a valid teaching certificate and shall be recommended by a teacher education institution.

(b) Provisional endorsement.

(1) For any application for a provisional endorsement made prior to July 1, 1992, an applicant shall be issued an initial one-year provisional library media endorsement if the applicant:

(A) Has a valid teaching certificate;

(B) has on file at a teacher education institution, a deficiency plan to complete a state-approved library media program; and

(C) has submitted a statement, from the teacher education institution at which the deficiency plan is filed, verifying that the applicant has completed a minimum of 12 semester hours in a state-approved library media program.

(2) A provisional endorsement issued under paragraph (1) of this subsection may be renewed for three additional one-year periods, if the applicant submits annually:

(A) An application for renewal; and

(B) a statement, from the teacher education institution at which the deficiency plan is filed, verifying that progress has been made toward completing the state-approved program.

(c) A state-approved library media program shall consist of a course of study allowing the students to:

(1) Recognize that the school library media program is an integral part of the educational process and recognize the manner in which it contributes to the achievement of school and district educational goals and objectives by:

(A) Demonstrating an ability to analyze the information needs of the school community; and

(B) writing goals for the school library media program that are stated in terms of local, state, regional, and national guidelines, that reflect the community analysis and that include the media program as an integral part of the school's total educational program.

(2) Recognize that planning is a cooperative effort of district and school library media specialists working with educational staff, students, and other users of library media resources. Each student shall be able to list ways to plan with teachers, administrators, and other library media

specialists for a sequential, curriculum-related program of library media instruction.

(3) Demonstrate communication skills necessary to interpret the role of the school library media program to students, teachers, administrators, and the community by:

(A) Identifying the role, the users, and user needs of the school library media center; and

(B) identifying and exhibiting communications skills required for successful library media programs.

(4) Demonstrate managerial competencies required for fulfilling the responsibilities of the library media specialist by:

(A) Developing policies and procedures for operating a school library media center; and

(B) writing job descriptions for library media specialist, aide, clerk, student, and volunteer.

(5) Demonstrate knowledge of facilities planning and design of school library media centers for optimum utilization. The student shall be able to design a library media center plan which shows adequate and appropriate types of space, equipment, furniture, storage, electrical resources, and safety regulations necessary to provide for maximum use and accessibility by users, including the handicapped.

(6) Demonstrate knowledge of long and short-range budget plans for the library media program by:

(A) Designing, developing and writing budgetary proposals to support the school library media program, utilizing funding from local, state, and national sources;

(B) developing budgets that include funding requests and allocations for the acquisition, maintenance, repair, and replacement of materials, equipment, and supplies to support maximum utilization of the school library media program; and

(C) identifying sources of grants and writing grant proposals.

(7) Recognize that evaluation is a continuous process to determine the effectiveness of the school library media program in the context of the school and district educational goals and objectives. The student shall be able to design a plan for continuous evaluation of the effectiveness of the school media program in achieving stated objectives.

(8) Demonstrate ability to assist the administration in the promotion of staff development so that the staff and administration will be committed to using the school library media staff, center, and collection as an integral part of instruction. The student shall be able to identify ways the school library media center can assist teachers in curriculum and lesson planning.

(9) Demonstrate an awareness of existing legal framework regarding the

right of access to information by students and teachers by:

(A) Demonstrating skills in preparing a selection policy which includes procedures to be used for challenged materials;

(B) explaining how community standards can influence intellectual freedom;
and

(C) demonstrating awareness of copyright laws and the restrictions placed on producing, duplicating, and copying media by these laws.

(10) Recognize the interdependence of all types of libraries by:

(A) Explaining the use of library networking to meet needs for additional materials not a part of the school library media program; and

(B) demonstrating knowledge of area educational cooperatives and their resources.

(11) Demonstrate knowledge of the importance of the various technologies of instruction by:

(A) Demonstrating an understanding of the role of technology, including microcomputers, telecommunications, data bases, and information networks, in curriculum development; and

(B) describing the potential uses of new technology in education and its relationship to curriculum.

(12) Recognize that the school library media specialist acts as a co-designer of curriculum and teaching strategies at building and district levels by:

(A) Demonstrating knowledge of curriculum at the level of library media certification is sought;

(B) demonstrating knowledge of instructional design and curriculum development concepts so that the specialist can work with teachers in creating media for use in the curriculum; and

(C) designing and producing instructional units.

(13) Recognize that a school's media collection represents the essential informational base of the instructional program, and that this collection is based upon organization, collection development, utilization, and evaluation, by:

(A) Demonstrating knowledge of methods of media organization;

(B) demonstrating knowledge of curriculum and applying this knowledge to the selection of all types of media;

(C) recognizing and utilizing bibliographic tools and other courses that provide information and current reviews of media;

(D) demonstrating knowledge of literature for children and young adults;

(E) demonstrating ability to write specifications for equipment based on the stated needs of the curriculum user;

(F) demonstrating awareness of trends in publishing;

(G) demonstrating knowledge of publishing sources, producers,

suppliers, and related technical terminology which is necessary in evaluating and selecting instructional equipment;

(H) identifying reading and interest levels of users of the school library media program;

(I) teaching skills necessary for retrieval of information and the utilization of materials and equipment in a sequential curriculum-related program of library media instruction that will further lifelong learning; and

(J) designing evaluation tools to assess utilization of materials and equipment.

(14) Recognize the essential contribution of media to the curriculum process by:

(A) Operating commonly used production equipment;

(B) developing and producing media;

(C) teaching media production skills; and

(D) demonstrating effective use of locally produced and commercially produced media in teaching and learning strategies.

(15) Demonstrate an understanding of the principles of learning and research as they apply to educational technologies by:

(A) Demonstrating knowledge of current learning theories; and

(B) demonstrating knowledge of research in educational technologies.

(16) Recognize the need for continued professional growth by:

(A) Recognizing the need for self-evaluation;

(B) demonstrating knowledge of sources for continuing education; and

(C) demonstrating knowledge of the importance of participation in the various professional organizations at the local, state, regional and national levels.

(d) This regulation shall take effect on and after July 1, 1989.

(Authorized by an implementing Article 6, Section 2(a) of the Kansas Constitution; effective May 1, 1984; amended June 1, 1988; amended July 1, 1989)

91-1-127a. Supervisor.

(a) Each applicant for a supervisor endorsement at the elementary, middle or secondary level shall have successfully completed a state approved graduate degree program in the field or area of supervisory responsibility and two years of teaching experience and shall be recommended by a teacher education institution.

(b) Approved program shall enable students to:

(1) Demonstrate knowledge of developments in the areas of supervisory practice, staff development and student testing by:

(A) Demonstrating knowledge of the various evaluative, supervisory, and staff development procedures; and

(B) demonstrating knowledge of student testing and educational accountability systems.

(2) Demonstrate knowledge of principles, practices and evaluation strategies associated with curriculum development by:

(A) Demonstrating knowledge of the philosophical, social, political and intellectual conditions that shape school programs; and

(B) demonstrating ability to cooperatively plan with teachers, administrators and others regarding the staffing, implementation, and evaluation requirements of a specific curricular or instructional strategy.

(3) Demonstrate knowledge of behavioral and management science theory and its application to supervisory practice in schools by:

(A) Demonstrating a basic knowledge of the school as a social system with elements that influence pupil learning and teacher effectiveness; and

(B) demonstrating a knowledge of motivational research and its implications and the ability to initiate specific teacher and classroom improvement strategies.

(4) Demonstrate skill in applying knowledge of supervisory practice through participation in a directed field experience. The students shall be able to assume and perform directed supervisory responsibility for some aspect of the instructional or curricular program through a work experience in a school or school system.

(c) This regulation shall take effect on and after May 1, 1986. (Authorized by, and implementing, Kans. Const. Art. 6, Sect. 2(a); effective May 1, 1984.)

Renewal Information

All renewals require that a two-hour survey course in the exceptional child has been completed. This was not a requirement for the initial certificate. Administrators are exempt from the exceptional child course requirements.

Three-Year Certificate--A three-year Kansas certificate may be renewed for a five-year period if the applicant has two or more years of accredited experience during the validity of the three-year Kansas certificate and within the six-year period prior to application. The applicant must also be recommended for renewal by an administrator of the school district in which the applicant is employed.

For the applicant who does not meet requirements for the five-year certificate.

A. A three-year certificate may be renewed for an additional three-year period if the applicant has one year of accredited experience since the issuance of the three-year Kansas certificate and within the six-year period prior to application for renewal; OR

B. The three-year certificate may be renewed for an additional

three-year period if the applicant has completed eight semester hours (six semester hours with an advanced degree) of additional appropriate college credit since the issuance of the three-year certificate and within the six-year period prior to application for renewal; OR

C. A three-year certificate may be renewed for an additional three-year period if the applicant has 80 additional inservice education points and four semester hours of additional recent college credit (with a baccalaureate degree) or 120 additional inservice points (with an advanced degree). One semester hour of college credit equals 20 inservice education points.

Five-Year Certificate--A five-year Kansas certificate may be renewed for an additional five-year period if:

A. The applicant has completed eight semester hours of appropriate college credit (six semester hours with an advanced degree) within the six-year period prior to application; OR

B. The applicant with an advanced degree can provide verification of three years of accredited experience during the validity of the most recent five-year Kansas certificate and within the six-year period prior to the application for renewal. This method of renewal may be used twice; OR

C. The applicant is employed by a district with a state-approved inservice education program and submits an inservice transcript showing 80 inservice education points and four semester hours of additional recent college credit (with a baccalaureate degree) or 120 inservice education points (with advanced degree). One semester hour of college credit equals 20 inservice education points.

Criteria for Renewal Credit--Renewal credit must be completed at an accredited college or university within a six-year period prior to application and must be upper-division (junior or senior) or graduate level. The applicant shall select credit hours which maintain or improve skills related to employment as a teacher, administrator, or special service personnel in the school. Renewal credit shall be appropriate to the endorsements which appear on the certificate, to a new endorsement area or to professional development as an educator. Credits from coursework taken at community colleges may only be accepted for renewal credit if they related to the endorsements on the applicant's certificate or to a new endorsement area. The applicant must have the building or district administrator's approval to use community college hours. Such approval must be certified on Section VII on the back of the application for certification. Professional education courses such as "The Exceptional Child" and "Educational Psychology" must be taken at a four-year institution with an approved teacher-education program for professional education courses to qualify as valid credit for renewal.

Professional education courses completed at a community college may not be accepted for certification or for certification renewal.

Inservice Education Points--Applicants for certification who are employed by districts which have state-approved inservice education plans may use inservice education points as a basis for recertification. The applicant must have an individual development plan on file with the employing district and must supply an itemized official inservice transcript signed by a representative of the governing body at the time of application for renewal. Inservice education points must have been earned during the five-year period prior to renewal.

Exceptional Child Survey Course--Each applicant for renewal of a standard elementary and/or secondary certificate must provide evidence that a two semester credit hour survey course in exceptional children or equivalent content from other courses has been completed. A course is acceptable if it has been completed at an accredited college or university and is a broad survey of exceptionalities of children. If a course has been included with prior credit, it is not necessary to complete a more recent course. Equivalent content from other courses must be verified by the certification office of the teacher education institution.

[...]

Applying in Advance--A certificate may be renewed as much as, but not more than, 18 months in advance provided that the renewal requirements have been met. No certificate validity will be lost.

Renewal on the Basis of Age 60--Any person who holds a current valid Kansas certificate issued prior to July 1, 1994 and who has reached age 60 may renew a certificate if the applicant has served 150 days of the school year immediately preceding the effective date of renewal and five of the six school years immediately preceding the effective date of the renewal. The application for renewal must be accompanied by a request for certificate renewal from the employing official of the school in which the applicant is to serve. Certificates issued on or after July 1, 1994 [cannot] be renewed on the basis of age 60.

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KENTUCKY
February 1995

Teacher Education Circular #397
September 26, 1988

Preparation-Certification for School Media Personnel

These guidelines of the Kentucky State Board of Education provide the guidelines by which teacher education institutions develop programs of preparation for school media personnel. These guidelines are not to be used as a check list by which individuals complete specific courses with the anticipation that certification will be issued upon their completion; instead a teacher candidate should follow the program in effect at the college or university with the guidance of his college adviser.

A. Provisional Certificate for School Media Librarians 704 KAR 20:145

Section 1.

(1) The Provisional Certificate for School Media Librarian shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at a teacher education institution approved under the standard and procedures included in the Kentucky Standards for the Preparation-Certification of Professional School Personnel as adopted in 704 KAR 20:005, TEC 71.0 and 73.0.

(2) The Provisional Certificate for School Media Librarian shall be issued and renewed in accordance with the provisions of KRS 161.030 and 704 KAR 20:045.

Beginning January 1, 1985, the issuance of Kentucky teaching certificates is subject to completion of teacher testing and the beginning teacher internship program requirements in accordance with KRS 161.030 and 704 KAR 20:045. The duration and extension/renewal of certificates are determined by the provisions in 704 KAR 20:045.

(3) The Provisional Certificate for School Media Librarian shall be valid for serving as media librarian in grades kindergarten through grade twelve (12.)

Curriculum Standards
TEC 71.0

Section 1.

The program of preparation for the Provisional Certificate for School Media Librarian shall consist of a four-year program including the bachelor's degree and including a general education component, a professional preparation component, a school media librarian specialization component, and an academic specialization component as described in these standards. The general education component shall coincide with the standards included in General Education Component of Teacher Preparation.

Section 2.

The professional preparation component for the Provisional Certificate for School Media Librarian shall consist of a minimum of 25 semester hours of credit to include the following:

- (1) A minimum of 150 clock hours of clinical and field experiences prior to supervised practice in a school library media center. It is understood that professional education courses should be associated with appropriate professional laboratory experiences; consequently, the clinical and field experiences will generally be divided among the courses.
- (2) Supervised practice in a school library media center for a minimum of twelve weeks, full day, or for a full academic quarter or trimester.
- (3) A program of academic preparation and experiences encompassing all of the competency statements described in TEC 73.0.

Section 3.

The school media librarian specialization component of the curriculum for the Provisional Certificate for School Media Librarian shall consist of a major of 24 semester hours of course credit to provide the following competencies, and 6 additional hours within the framework of these competencies.

(1) Organization and Administration of School Library Media Programs

Organization is the ability to plan and develop a school library media program which will serve as an enhancement tool, as it relates to stated educational goals. Administration puts this plan into effective use utilizing all available resources.

The candidate will effectively demonstrate the ability to:

- (a) Display a knowledge of the unique role of the library media program in the school setting.
- (b) Serve school wide clientele.
- (c) Implement a formal media policy that will be incorporated into the overall school program.
- (d) Develop and implement administrative policies for the operation of the media program.
- (e) manage a program staff, including volunteers.
- (f) Establish procedures for effective selection, acquisition, processing, cataloging, circulation and maintenance of materials and equipment.
- (g) Implement an effective public relations program.
- (h) Plan, conduct, and participate in in-service and continuing education experiences.
- (i) Participate in the local school district budget process to insure appropriate funding for the school library media program.
- (j) Participate in the school's total academic program.
- (k) Utilize existing facilities, and design functional facilities for program growth and expansion.
- (l) Interpret local, state, and federal policy and existing laws, especially those relating specifically to media (e.g. copyright infringement).
- (m) Interpret and apply state and national standards for school library media programs.
- (n) Maintain appropriate records and prepare oral and written reports as needed.
- (o) Maintain an appropriate instructional environment.
- (p) Actively participate in professional organizations.

(2) Classification, Cataloging and Processing of School Instructional Media

Classification, cataloging, and processing is the organization of information resources for ready accessibility to/by users.

The candidate will effectively demonstrate the ability to:

- (a) Classify and catalog library media utilizing recognized standard tools and services.
- (b) Assign subject headings using standard guides.
- (c) Establish procedures for processing materials.
- (d) Maintain accurate, up-to-date access to the library media collection.

(3) Literature and Related Materials by Content and Age Level

Selection, evaluation, knowledge, and appreciation of literature and related materials of appropriate content and at the appropriate achievement level are critical to the success of any school library media program.

The candidate will effectively demonstrate the ability to:

- (a) Evaluate literature according to standard criteria.
- (b) Identify and promote a variety of literary genre.
- (c) Implement an appropriate selection policy which incorporates a procedure for dealing with potentially sensitive materials.
- (d) Utilize techniques of reading motivation to include storytelling, book talking, reading aloud, and reading guidance.
- (e) Maintain currency in literary genre.
- (f) Instill within the student an appreciation of reading and literature.

(4) Computer Applications in Library Media Programs

Effective management of school library media programs requires a thorough knowledge of computer tools which provides for streamlining library procedures and improving access to information for users.

The candidate will effectively demonstrate the ability to:

- (a) Determine which library procedures and operations can be performed more effectively and efficiently by utilizing computer technology.
- (b) Evaluate and select appropriate hardware and software.
- (c) Prepare and justify proposals for the purchase of hardware, software, peripherals, and other related resources.
- (d) Utilize microcomputers.
- (e) Interpret to the school community the value of microcomputer management tools in the library media program.
- (f) Plan for future computer hardware and software needs of the library media program.

(5) Reference and Bibliographic Services

Reference and bibliographic services assistance to faculty and students in the access and use of information sources. A thorough knowledge of reference sources is essential for promoting their effective use.

The candidate will effectively demonstrate the ability to:

- (a) Locate and retrieve information from appropriate sources, and present it to users in the most appropriate format.
- (b) Evaluate and select appropriate reference materials to support the curriculum as well as users' general interests.
- (c) Teach research skills to students and faculty.
- (d) Facilitate the use of reference materials as an integral part of classroom instruction.
- (e) Provide bibliographic resources in support of curricula.

(6) Special Users

Specialized library services are developed to serve special needs populations within the school, including, but not limited to, gifted and mentally/emotionally/physically handicapped.

The candidate will effectively demonstrate the ability to:

- (a) Understand the general characteristics and basic special needs of a wide variety of exceptional students.
- (b) Be aware of illnesses, diseases, and conditions which limit normal functioning.
- (c) Implement appropriate strategies for communicating with various special needs populations.
- (d) Identify and utilize services and technologies appropriate for special needs users.
- (e) Cooperate with teachers of special needs students in planning appropriate library programs and services.

(7) Design, Production and Utilization of Instructional Media

The needs for quality instructional materials must be met in any school program. Responsibility for designing, modifying, and producing those materials, as well as providing guidance in their utilization, is vested in the library media program.

The candidate will effectively demonstrate the ability to:

- (a) Design, modify, and produce a variety of instructional media.
- (b) Operate and maintain production and utilization equipment.
- (c) Make adequate and creative use of appropriate free and/or inexpensive materials and community resources.
- (d) Maintain currency in, disseminate information about, and implement applicable new technologies.

Section 4.

The academic specialization component for the Provisional Certificate for School Media Librarian shall consist of a 21-semester-hour academic minor or a concentration of 21 semester hours' credit in two academic subjects with not less than 9 semester hours' credit in each. Courses taken as a part of the general education component may be counted toward this academic specialization

component.

Competency statements for use as guidelines in developing the professional education component of preparation for the provisional certificate for school media librarian grades K-12.

TEC 73.0

Section 1. Sequences of Development

The candidate will effectively demonstrate the ability to:

[page 5]

- (1) Identify and describe the stages of social, creative, emotional, language, motor, and intellectual development of children according to specific theories of personality, physical, and intellectual development.
- (2) Utilize developmental data for the planning and implementation of individual children's programs.
- (3) Describe how crises in families affect developmental learning.
- (4) Identify those children who have needs that may require special planning in educational programs.
- (5) Identify and describe incidents in the lives of children that critically affect emotional, intellectual, and social growth.
- (6) Assist students to develop their own abilities in self-assessment.

Section 2. Philosophical, Historical, Sociological and Psychological Bases of Education

The candidate will effectively demonstrate the ability to:

- (1) Display a knowledge of the history of education, its unique role in society, and implications for current programs.
- (2) Analyze and critique existing programs for students.
- (3) Extrapolate and synthesize components of model programs in order to create or strengthen another program.
- (4) Articulate a well-developed educational philosophy.

(5) Understand legislation and public policy, including how legislation and public policy affect students, families, and programs for students.

(6) Describe strategies for individual and group impact on legislation and public policy.

(7) Understand litigation and laws relating to school and teacher accountability.

Section 3. Managing Classroom Behaviors.

The candidate will effectively demonstrate the ability to:

(1) Describe techniques of behavior management based on the research literature, on observation, and on experience.

(2) Indicate an awareness of the impact of cultural and mainstreaming conditions on individuals and on group behavior in the classroom.

(3) Design and use effective behavior management techniques for individuals and groups.

(4) Evaluate and modify behavior management procedures as necessary.

(5) Describe and, if the opportunity arises, utilize appropriate referral and resource options to deal with serious social, cultural, and psychological difficulties of individuals in the classroom.

Section 4. Planning and Implementing Appropriate Instructional Programs.

The candidate will effectively demonstrate the ability to:

(1) Identify the major concepts appropriate to be taught in the three major levels of teacher preparation--K-4, 5-8, and 9-12.

(2) Apply appropriate skills to plan a year-long instructional program.

(3) Use a variety of appropriate teaching strategies.

(4) Develop and utilize instructional goals and objectives.

(5) Describe selection criteria and select appropriate instructional media and

materials for teaching grades K-4, 5-8, and 9-12.

(6) Select and evaluate appropriate instructional materials to meet the needs of students from varied cultural backgrounds.

(7) Design, develop, and/or adapt instructional methodology to meet individual needs of students.

Section 5. Motivational Reading to Provide Encouragement for Students to Read for Pleasure and/or Information

The candidate will effectively demonstrate the ability to:

(1) Present literature orally through such activities as: reading aloud, storytelling, booktalks, and dramatizations.

(2) Provide individual reading guidance.

(3) Encourage reading through special programs, games, contests, festivals, and celebrations.

(4) Promote student creativity related to reading.

Section 6. Supervised Practice in a School Library Media Center

The candidate shall complete a practicum designed to demonstrate competencies in the management of a school library media program at all levels as outlined in the specialization component of the curriculum for the Provisional Certificate for School Media Librarian. TEC 71.0

Section 7. Appropriate Interaction and Communication with Others

The candidate will effectively demonstrate the ability to:

(1) Describe means of establishing cooperative relationships with professional support personnel as well as with community resource persons, administrators, supervisors, and others who affect the welfare of students.

(2) Describe methods of providing information to professional support personnel about each student's progress.

(3) Describe means of establishing cooperative relationships with other school personnel, including teacher aids, custodians, secretaries, etc.

Section 8. Facilitating Optimal Cooperation Between Home and School

The candidate will effectively demonstrate the ability to:

- (1) Describe and implement methods by which parents can have meaningful input into the school program.
- (2) Display knowledge of appropriate resource information regarding services pertinent to instructional needs as they relate to the parent and child.
- (3) Assist parents in developing realistic expectations for their children.
- (4) Utilize beginning levels of communication and conferencing techniques, interpersonal and intergroup relations, and techniques for working with teaching staff as an instructional team.
- (5) Display knowledge of the importance of family and community relations, including communication with parents and parent involvement.
- (6) Describe means of representing the school and the school's library program to parents and to the community.
- (7) Develop strategies for involving community members in the support and improvement of schools.

B. Standard Certificate for School Media Librarian 704 KAR 20:150

Section 1.

- (1) The Standard Certificate for School Media Librarian shall be issued in accordance with the pertinent Kentucky statutes and State Board of Education regulations to an applicant who has completed the approved program of preparation which corresponds to the certificate at teacher education institution approved under the standards and procedures included in the Kentucky Standards for the Preparation-Certification or Professional School Personnel as adopted in 704 KAR 20:005, TEC 72.0
- (2) The Standard Certificate for School Media Librarian shall be issued and renewed in accordance with the provisions of KRS 161.030 and 704 KAR 20:045.
- (3) The Standard Certificate for School Media Librarian shall be valid for the

same grade levels as the provisional certificate for school media librarian or the endorsement for school media librarian.

Curriculum Standards
TEC 72.0

Section 1.

The Program of preparation for the Standard Certificate for School Media

[page 8]

Librarian shall consist of a prerequisite of the qualifications for either the Provisional Certificate for School Media Librarian or other certification as a school librarian, and in addition thereto, the completion of the master's degree or a 32-semester hour planned fifth-year program in a state accredited graduate program to include the following:

(1) A 12-semester-hour specialization component which shall be selected to provide further depth and breadth of preparation beyond the minimum requirements for school media librarian completed previously for provisional certification or for endorsement as school media librarian. Course content shall include attention to library science, media technology, and/or visual communication. Professional education courses shall not apply toward the specialization component.

(2) A 12-semester-hour professional education component designed for the school media librarian that shall reflect current research findings and research methodology. The professional education component shall provide for assisting school media librarians to achieve increased competency in the following areas:

(a) Understanding and addressing the needs of pupils resulting from exceptionality and multicultural differences.

(b) Human behavior, development, and learning.

(c) Instructional design and curriculum.

(d) Education context, policies, and organizational dynamics.

In establishing the competencies for each of the above areas, the institution shall include content which will assist school media librarians in achieving objectives appropriate to their professional needs and interests, similar to those illustrated in TEC 23.0.

C. Endorsement of Teaching Certificates for School Media Librarian 704 KAR 20:146

Section 1.

(1) A certificate that is valid for classroom teaching at the elementary school level, grades 1-8, K-4, or 5-8 may be endorsed for the position of elementary school media librarian, grades K-8 upon completion of the following:

(a) An approved twenty-four (24) semester hour specialization component for school media librarian to include the competencies in TEC 71.0.

(b) A supervised practicum of three (3) weeks in an elementary school library media center. An alternative plan for meeting this requirement shall be developed for applicants who have successfully completed at least one (1) year as a full-time teacher or school librarian. The alternative plans shall be designed to enable candidates to gain practical experience in appropriate work settings, and to demonstrate the competencies outlined in TEC 71.0, Section 3. Such plans shall require approval of the Division of Teacher Education and Certification.

(2) A certificate valid for the position of elementary school media librarian may be further endorsed for the position of secondary media librarian, grades 9-12, upon completion of the following:

(1) Three (3) additional hours in planning and implementing appropriate instructional programs at the secondary level.

(b) A supervised practicum of three (3) weeks in a secondary school library media center. An alternative plan for meeting this requirement shall be developed for applicants who have successfully completed at least one (1) year as a full-time teacher or school librarian. The alternative plans shall be designed to enable candidates to gain practical experience in appropriate work settings, and to demonstrate the competencies outlined in TEC 71.0, Section 3. Such plans shall require the approval of the Division of Teacher Education and Certification.

Section 2.

(1) A certificate that is valid for classroom teaching in the middle grades, 5-8, or at the secondary level, grades 7-12 or 9-12, may be endorsed for the position of school media librarian for grades 5-12 upon completion of the

following:

(a) An approved twenty-four (24) semester hour specialization component for school media librarian to include the competencies in TEC 71.0.

(b) One (1) course in the teaching of reading.

(c) A supervised practicum of three (3) weeks in a secondary school library media center. An alternative plan for meeting the requirement shall be developed for applicants who have successfully completed at least (1) year as a full-time teacher or school librarian. The alternative plans shall be designed to enable candidate to gain practical experience in appropriate work settings, and to demonstrate the competencies outlined in TEC 71.0, Section 3. Such plans shall require the approval of the Division of Teacher Education and Certification.

(3) A certificate valid for the position of secondary school media librarian may be further endorsed for the position of elementary school media librarian, grades K-8, upon completion of the following:

(a) Three (3) additional hours in planning and implementing appropriate instructional programs at the elementary level.

(b) A supervised practicum of three (3) weeks in an elementary school library media center. An alternative plan for meeting this requirement shall be developed for applicants who have successfully completed at least one (1) year as a full-time teacher or school librarian. The alternative plans shall be designed to enable candidates to gain practical experience in appropriate work settings, and to demonstrate the competencies outlined in TEC 71.0, Section 3. Such plans shall require the approval of the Division of Teacher Education and Certification.

D. Recruitment Plan for Position of School Media Librarian 704 KAR 20:490

Section 1.

(1) If a fully certified person is not available for the position of school media librarian as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a one (1) year approval for the assignment of a classroom teacher, subject to the following conditions:

(a)(1) A teacher holding a valid classroom teaching certificate for grades K-4, 1-8, or 5-8 may be approved for the position of school media librarian, grades K-8.

2. A teacher holding a valid classroom teaching certificate for grades 5-8, 7-12, or 9-12 may be approved for the position of school media librarian, grades 5-12.

(b) Prior to employment as a media librarian, the applicant shall have completed nine (9) semester hours of the school media librarian specialization component of the endorsement program outlined in 704 KAR 20:146.

(c) Within the first year of employment, the applicant shall complete an additional nine (9) semester hours within the specialization component to satisfy competencies in the areas of administration and library reference services.

(d) During the first four (4) weeks of the school term, the applicant shall participate in a practicum of one (1) week designed to allow him to demonstrate competencies in administration and organization of school library media programs.

(2) Continuation of the Recruitment Plan is subject to the following conditions:

(a) The applicant shall complete the required coursework from the endorsement program for school media librarian at a minimum rate of nine (9) semester hour per year.

(b) A letter of request for continuation of the recruitment plan shall be submitted annually by the local school superintendent to the Division of Teacher Education and Certification, Department of Education.

(c) The applicant shall participate in two (2) additional practicum experiences of one (1) week each designed to allow him to demonstrate competencies as stated in the specialization component of the curriculum. for the Provisional Certificate for School Media Librarian. The total of three (3) weeks of practicum experience during the recruitment plan shall satisfy the practicum requirements for endorsement of an existing certificate.

E. Endorsement of Librarian Certification for All Twelve Grades 704 KAR 20:140

Section 1.

A certificate valid for the position of high school library may be further endorsed for the position of elementary school librarian upon completion of at

least six (6) semester hours of credit including the Teaching of Reading and the Elementary School Curriculum.

Section 2.

A certificate valid for the position of elementary school librarian may be further endorsed for the position of high school librarian upon completion of a three (3) semester hours course dealing with the Secondary School Curriculum.

The endorsement plans described in 704 KAR 20:140 apply only to the older types of certificates valid for school librarian endorsement codes E08 and S08 and the high school certificates with a major in library science (B08) or minor in library science (C08).

Persons who have been certified as school media librarian (certificate codes E73, S73, MS73 and B73) who later desire to extend the validity to K-12 should follow regulation 704 KAR 20:146.

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LOUISIANA
February 1995

Louisiana

Additions to Existing Certificates

School Library Service

An authorization to serve as school librarian will be added to the certificate for teaching in the elementary or secondary school for those teachers who have completed a minimum of 21 semester hours in library science. The work must be completed in each area listed below:

1. Elementary and/or secondary school library materials: 9 semester hours
2. Organization, administration, and interpretation of elementary and/or secondary school library service: 6 semester hours
3. Elementary and/or secondary school library practice: 3 semester hours

Persons who have already served three years as full-time school librarians and have completed all Library Science courses except "Elementary and Secondary School Library Practice" may satisfy this requirement by a minimum one-year, on-the-job internship with supervision provided by the Library Science faculty of the College of Education (six semester hours of credit)

- *4. Audiovisual education: 3 semester hours

*Implementation date of enrolling freshmen will be the fall of 1979, and those persons having their certification updated will be excluded from the requirement.

Part II

Certificates

Standard Certificates

Notations will be placed on each certificate of Type C, B, or A to show specific authorization of the level(s) and the field(s) in which employment is authorized. A certificate authorizes employment only at the level(s) and in the field(s) shown by endorsement thereon. Only those authorizations listed in this bulletin may be placed on a valid Louisiana certificate.

Type C

A Type C certificate is based upon a baccalaureate degree including completion of a teacher education program approved by the State Board of Elementary and Secondary Education, with credits distributed as hereinafter provided, including general, professional, and specialized academic education. This certificate authorizes employment for a period of not more than three years for services endorsed thereon.

Type B

A Type B certificate is based upon a baccalaureate or higher degree including completion of a teacher education program, approved by the State Board of Elementary and Secondary Education, with credits distributed as hereinafter provided, including general, professional, and specialized academic education, and requires that the applicant show three years of successful teaching experience in his properly certified field. The experience must be validated by the employing authority. This certificate is valid for life for continuous service for services endorsed thereon.

Type A

A Type A certificate is based on a baccalaureate degree including completion of a teacher education program approved by the State Board of Elementary and Secondary Education, with credits distributed as hereinafter provided, including general, professional, and specialized academic education, a master's or higher degree from an approved institution, and five years of successful teaching experience in the properly certified field. The experience must be validated by the employing authority. This certificate is valid for life for continuous service for services endorsed thereon.

Louisiana

District/Parish Level

Supervisor of Parish or City Materials and/or Media Centers

The applicant must hold a valid Type A certificate and an advanced degree from a regionally accredited institution.

Included in or beyond the advanced degree program of study must be 15 semester hours of graduate course work in non-book media including:

1. Utilization of audiovisual materials: 3 semester hours

2. Media design and production: 3 semester hours

3. Administration of media programs: 3 semester hours

4. Electives from courses such as photography, educational television, programmed instruction, media research, advanced production techniques, and communication theory: 6 semester hours

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MAINE

February 1995

[...]

National Teacher Examination

All applicants for initial teaching certificates effective on or after July 1, 1988, must demonstrate that they have achieved a passing score on the core battery of the National Teachers Exam. The passing score are as follows:

Communication Skills 656
General Knowledge 649
Professional Knowledge 648

If you had your scores reported to this office, you need not include them with your transcript. If not, please include a copy of the score report with your application. Individuals who have not taken the NTE may be eligible for a 1-year conditional certificate and should submit all other materials for an evaluation to determine eligibility. The NTE requirement does not apply to applicants seeking administrator or educational specialist certificates. It is important that you indicate in writing that the Division of Certification will be receiving your scores from the Educational Testing Service if they do not accompany your application.

To register for the NTE you will need to contact the Educational Testing Service at 609-771-7395.

[...]

Certificate: Library-Media Specialist

I. Authorization: Serves as a Library-Media Specialist from kindergarten through grade 12.

II. Academic Requirements: Eligibility for this certification shall be established by:

A. Possessing a Provisional or Professional level certificate with a subject area endorsement AND

B. Preparation which includes a graduate program approved for the preparation of school library-media specialists

OR

C. Possessing a Provisional or Professional level certificate with a subject area endorsement and who have completed a minimum 36 semester hours of graduate credit in the following areas:

1. The teaching of research techniques, retrieval and other media utilization skills
2. Administration of unified library-media programs with an emphasis on the following skills:
 - a. Program planning, production of media, evaluation and facilities design
 - b. Preventive maintenance of equipment
 - c. Evaluation, acquisition and use of production equipment
 - d. Supervision of professional, paraprofessional staff and volunteers
 - e. Coordination of programming in the context of other community services, regional and state services and Federal programs
3. Development of criteria for the evaluation, selection, organization and use of library-media materials and equipment
4. The prescription and provision of materials, examples and services to classroom teachers
5. Curriculum design and development
6. Technology applications to include areas such as computers, compact disks, interactive video, etc.
7. Cataloging and classification
8. Children's and adolescent's literature
9. Teaching exceptional students in the regular classroom

IV. Professional Requirements:

A minimum of 24 semester hours in the following:

- A. Knowledge of the learner
- B. Knowledge of the learning process
- C. Teaching exceptional students in the regular classroom
- D. Content area methods
- E. Curriculum design and methods of program evaluation
- F. Practicum

V. Requirements for Library-Media Specialist Conditional Certificate

A. Applicants who have completed a 36 hour graduate program in Library Science as specified in section II.B. but lack the professional requirements for a provisional teaching certificate with an endorsement are eligible for a conditional certificate.

OR

B. Applicants who hold a provisional or professional certificate and have at least 6 hours of graduate study specified under section III.2. are eligible for a conditional certificate.

VI. Renewal Requirements:

A Professional certificate may be renewed upon completion of 6 hours of approved study. It is recommended that the approved study be academic in the endorsement area.

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Division for Library Media Services
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MARYLAND
February 1995

13A.07.01.07

3. Educational Media (Audiovisual/Library) Generalist (Level II)

a. Definition

A media generalist has developed knowledge, understanding of and competency in the broad range of media services, with particular emphasis on those competencies related to the development and administration of a unified media program.

b. Guidelines for Job Responsibilities

This is the full professional level of educational media responsibilities. Appropriate job responsibilities are the head of a school media center in a school of any size, on the staff of a large school media center, or of a system level media program.

c. Education and Experience

A master's degree in media education, or 36 semester hours of equivalent graduate credit of which 15 semester hours must be completed at one institution. The master's degree or equivalent program must include the development of full professional competencies in the areas listed below. A separate course in each area is not required.

(1) Knowledge of educational systems

- (a) theory, principles and methods of instructional systems (e.g., curriculum development and teaching strategies),
- (b) organization of education and its implications for media programs,
- (c) knowledge of client groups (e.g., societal, psychological, and physical characteristics) and analysis of client information needs.

(2) Knowledge of media and information systems

- (a) materials and information systems for children and young adults, including reference and bibliographic systems,
- (b) principles of communication and the dissemination and utilization of information,
- (c) administration and management of media program,
- (d) organization of knowledge (e.g., cataloging, classification),
- (e) media design and production,
- (f) media selection, utilization, and evaluation,
- (g) reading, listening, and viewing guidance,
- (h) automation and information retrieval.

(3) Practicum* or two years of successful teaching or two years of successful media-related experience.

(4) As part of a master's or equivalency program, graduate courses in related disciplines or additional media courses may be substituted for the above if some of the competencies described have been acquired as a part of the undergraduate program or through other approved means.

(5) The graduate school awarding the degree, or the institution in which the student completes at least 15 hours of his requirements, shall be responsible for certifying that the student has demonstrated proficiency and competency in the areas required above, or the Division of Certification and Accreditation of the State Department of Education may request an institution of higher learning to assist in the evaluation of the applicant's competencies when appropriate.

*Practicum--A unit of work involving the practical application of previously learned concepts and techniques in an operational situation.

Applicants for all professional certificates will be required to have three semester hours in special education.

13A.07.01.07

4. Educational Media Specialist in _____ (Level II)

a. Definition

A media specialist has developed a high degree of understanding of and competency in a specific area of media program.

b. Guidelines for Job Responsibilities

Appropriate job responsibilities are performances of specialized functions in areas of competency in a large school media center or system level media program, in charge of a major function of the total media program. The specialist is generally not recommended for head of a total media program unless he has demonstrated competencies or educational preparation in administration.

c. Education and Experience

The master's degree form an accredited program or an equivalent program of 36 semester hours of post-baccalaureate credit of which 15 semester hours must be completed at one institution. The specialist program must be designed to develop full professional competency in a special or media related field, such as audiovisual communication,

computer assisted instruction, library science, programmed instruction, and educational television. In addition, the program must include the development of full professional competencies in the following areas:

(1) Knowledge of educational systems

(a) theory, principles and methods of instructional systems (e.g., curriculum development and teaching strategies),

(b) organization of education and its implications for media programs,

(c) knowledge of client groups (e.g., societal, psychological, and physical characteristics) and analysis of client information needs.

(2) Practicum* or two years of successful teaching or two years of successful media-related experience.

(3) As part of a master's or equivalency program, graduate courses in related disciplines or additional media courses may be substituted for the above if some of the competencies described have been acquired as a part of the undergraduate program or through other approved means.

(4) The graduate school awarding the degree, or the institution in which the student completes at least 15 hours of his requirements, shall be responsible for certifying that the student has demonstrated proficiency and competency in the areas required above, or the Division of Certification and Accreditation of the State Department of Education may request an institution of higher learning to assist in the evaluation of the applicant's competencies when appropriate.

*Practicum--A unit of work involving the practical application of previously learned concepts and techniques in an operational situation.

Applicants for all professional certificates will be required to have three semester hours in special education.

13A.12.04.06

Educational Media (Audiovisual/Library) Administrator (Level III)

A. Definition. An "educational media administrator (level III)" means the person designated by the local superintendent of schools as having responsibility for the administration and supervision of the media program at the school system level and in the individual schools.

B. Guidelines for Job Responsibilities. An educational media administrator

(level III) is a leadership position. Appropriate job responsibilities include the development of policies, programs, budgets, and procedures for the media services of the school system and its schools, and supervision of the media program in the individual schools.

C. Education and Experience. The requirements for certification as an educational media administrator (level III) are that the applicant shall:

- (1) Meet the requirements for certification as an education media generalist (level II);
- (2) Have a master's degree in a media program from an institution that has been accredited by a nationally recognized agency;
- (3) Have an additional 15 semester hours of graduate or State-approved in-service workshop credit to include at least the equivalent of 6 semester hours in administration and supervision, with remaining credits chosen from such areas as management, planning, research, human relations; and
- (4) Have 3 years of successful school media program experience. At the recommendation of the local superintendent of schools, 2 years of related successful experience may be substituted for 2 years of school media program experience.

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MASSACHUSETTS

February 1995

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MICHIGAN
February 1995

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MINNESOTA

February 1995

8700.7010 Media Specialist

Subp. 1. Definition. A media generalist is one who is qualified to work at a specialized professional level in both print and nonprint areas (library science, audiovisual education, and other emerging instructional technologies) in an elementary or secondary school or in a school district.

Subp. 2. Licensure requirements. A candidate recommended for licensure as a media generalist must:

A. hold a baccalaureate degree;

B. hold a valid Minnesota license as an elementary or secondary classroom teacher; and

C. satisfactorily complete a preparation program leading to licensure as a media generalist approved by the board of teaching, consisting of a minimum of 39 quarter hours or the equivalent.

Subp. 3. Program requirements. A program leading to licensure as a media generalist must provide a candidate recommended for licensure with the abilities set forth in items A to G.

A. The program must provide the candidate with the abilities with respect to philosophy of media service listed in this item:

(1) to develop a philosophy of media and be able to communicate it;

(2) to state the need for media programs;

(3) to describe how media programs function in the school;

(4) to relate the role of the media program to curriculum development;

(5) to place the development of media services into historical and research perspective;

(6) to determine philosophical impact on policies and procedures;

(7) to identify levels of service and ways that they interact;

(8) to discover factors that influence media service and determine their impact;

(9) to analyze a diversity of literature and existing media program in terms of their philosophy and service;

(10) to examine the relationship of media programs to curriculum development, learning theory, and emerging technology; and

(11) to develop an appreciation for the necessity of life-long learning and continuing education in the profession.

B. The program must include the candidate with the abilities with respect to administration of media programs listed in this item:

(1) to assess and appraise user needs and interests, existing resources, and projected changes;

(2) to formulate written policies, objectives, and plans for the media programs;

(3) to implement policies, objectives, and plans for the present and future media programs;

(4) to plan and conduct training of students and staff in operation of equipment;

(5) to research and evaluate the impact of the media programs and report to appropriate school officials and agencies;

(6) to provide leadership in curriculum development;

(7) to coordinate fiscal resources with program objectives through budget development for the media center and fiscal planning for the district;

(8) to manage the technical functions of the media program, including acquisition, processing, maintenance, and inventory of materials and equipment;

(9) to establish and supervise internal and external delivery systems for materials, equipment, and services;

(10) to identify personnel needs of the media program and manage personnel through the development and implementation of effective management policies;

(11) to design and implement an effective public relations program within the building, the district, and the community;

(12) to consult and participate in the planning of the media center facility and the design of facilities to use educational technology throughout the school setting; and

(13) to synthesize and convey to media center personnel and users recent educational, technological, and legal developments and trends which affect media programs.

C. The program must provide the candidate with the abilities with respect to media collection development and organization listed in this item:

(1) to apply a critical knowledge of a wide variety of media resources to the process of collection development;

(2) to select media resources for curricular, informational, and recreational purposes for the educational program;

(3) to use selection and evaluation review sources for collection development and reassessment;

(4) to assess students' interests, goals, and abilities in order to provide reading, listening, and viewing guidance;

(5) to participate in curriculum design and development;

(6) to assist faculty to identify and apply appropriate selection criteria;

(7) to develop selection and copyright policies and apply the principles of intellectual freedom in the education program;

(8) to interpret media collection development to faculty, administration, and the public; and

(9) to organize information through knowledge of classification and subject headings in order to make resources accessible to users.

D. The program must provide the candidate with the abilities with respect to delivery systems for instruction listed in this item:

(1) to determine media and technology appropriate for educational programs;

(2) to analyze the school's curriculum and implement a media program to support it;

(3) to provide reference service through knowledge of reference and bibliographic

sources;

(4) to use reference sources, print and nonprint, to meet information needs of students, faculty, and administration;

(5) to provide reading, listening, and viewing guidance;

(6) to work with faculty in planning effective experiences for students in the use of the services, materials, and equipment of the media center;

(7) to plan and conduct a staff development program;

(8) to disseminate information to faculty regarding instructional media, new developments, techniques, and research findings;

(9) to expand the resources of the media center by knowledge and utilization of external networking opportunities;

(10) to participate in curriculum development through expertise in instructional technology and research;

(11) to work with programmed materials, information storage and retrieval systems, computer-assisted instruction, telecommunications, and other emerging trends;

(12) to plan and conduct sequential programs of instruction in the location and use of resources and equipment, and critical evaluation and appreciation of them;

(13) to design learning experiences systematically to meet specific instructional objectives; and

(14) to teach students research methods and skills as a foundation for life-long learning.

E. The program must provide the candidate with the abilities with respect to design and production of learning materials listed in this item:

(1) to apply knowledge of the background, research, and development of educational communications to the design of media;

(2) to recognize the levels, formats, and types of media required in designing materials to meet stated curricular objectives;

(3) to use electronic and nonelectronic media production skills; and

(4) to identify emerging technologies and the skills which will be needed for their use;

F. The program must provide the candidate with the abilities with respect to emerging technology and trends in education listed in this item:

(1) to recognize the importance of technological advancement to the education process;

(2) to apply an understanding of the basic concepts, terminology, and applications of emerging technology;

(3) to recognize curricular implications that result from emerging technology and educational trends;

(4) to provide leadership in incorporating innovations into education;

(5) to identify sources of information related to technological advancements; and

(6) to provide technical advice and services for educational access to technology.

G. The program must provide the candidate with a practicum, or field experience, that must include at least 200 clock hours in a media generalist position including some experience at both the elementary and secondary levels under the supervision of a licensed media generalist or media supervisor. During the field experience, the candidate shall demonstrate how to apply the abilities in items A to F.

Subp. 4. Program approval for institutions. An institution applying to the board of teaching for approval for its media generalist preparation program shall comply with part 8700.7700.

Subp. 5. Continuing license. A continuing license must be issued and renewed according to rules of the board of teaching governing continuing education/relicensure.

Subp. 6. Effective date. This part is effective July 1, 1990 for all applicants for entrance licensure as a media generalist.

Division of Personnel Licensing and Certification
Minnesota Department of Education
616 Capitol Square Building 550 Cedar
St. Paul, MN 55101
(616) 296-2046

Division of School Library Media

Joan Wallin, Office of Graduation Standards
Mary S. Dalbotten, Standards Specialist
606 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101

MISSOURI
February 1995

Missouri Department of Elementary and Secondary Education

Secondary Certification Requirements

I. General Requirements

- A. A baccalaureate degree from a college or university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education or from a college or university having a teacher education program approved by the state education agency in states other than Missouri.
- B. Must have recommendation of designated official for teacher education in the college or university.
- C. Must have an overall grade point average of 2.5 of a 4.0 scale.
- D. Must complete the National Teacher Exam (NTE) Specialty Area Test in the major area with a score equal to the Missouri qualifying score. If a Missouri Specialty Area Test is not offered in the major area, the Professional Knowledge Test is required with a score equal to the Missouri qualifying score.
- E. Completion of General Education and Professional Requirements as determined by the recommending college or university, which may exceed these minimum requirements.

II. General Education Requirements

Humanities--Must include at least one course* from two of the following fields: Music (excluding applied music), Art, Foreign Language, Western and Non-western Cultures, Philosophy, Literature, Classical Studies, and Theatre and Drama.

Communication Skills--Must include at least two courses* in English Composition and one in Oral Communications.

Social Science--Must include courses* in U.S. History and U.S. Government, and one additional course selected from the following areas: Geography, Economics, Sociology, Anthropology, and Psychology.

Natural Science--Must include at least two courses*: one course in Physical or Earth Science and one course in a Biological Science with at least one of these courses having a laboratory component.

Mathematics--A college-level Mathematics course*.

III. Professional Requirements--A minimum of 24 semester hours in professional education (with no grade lower than a "C") as follows:

- *f. Children's Literature or Adolescent Literature 2-3
- *g. Other Related Courses 0-6

Minimum Total Semester Hours 18

2. Instructional Media Technologist Certificate

Applicant must hold a valid secondary or elementary Missouri teacher's certificate

- *a. Administration of Instructional Media and Technology 2-3
- *b. Selection and Utilization of Instructional Media and Technology 2-3
- *c. Graphic Production 2-3
- *d. Instructional Design 2-3
- *e. One course in Still Photography, Motion Picture Production, or Television Production 2-3
- *f. Practicum in Instructional Media and Technology Programs 2-3
- g. Other Related Courses 0-6

Minimum Total Semester Hours 18

3. Learning Resources Director (K-12)

- a. Applicant must hold a valid Missouri Instructional Media Technologist's certificate.
- b. Applicant must hold a valid Missouri School Librarian's certificate.
- c. Applicant must have earned Masters Degree in Library Science, Instructional Media Technology, or Education.
- d. Applicant must have two years professional experience as an Instructional Media Technologist or School Librarian.

Note: Starred courses (8) are required.

Must have a grade point average of 2.5 on a 4.0 scale in the subject area.

Division of Teacher Certification
 Missouri Department of
 Elementary and Secondary Education
 P.O. Box 480
 Jefferson City, MO 65102
 (314) 751-0051

Division of Library Media Evaluation
 Carl Sitze
 Missouri Department of Education
 Box 480

Jefferson City, MO 65102
(314) 751-3486

MONTANA

February 1995

[...library is endorsed on a teaching certificate in Montana. This means that they must have either an elementary or secondary teacher education program. Library can be added to either certificate based on completion of a K-12 library major or minor at an accredited college.]

Division of Teacher Certification
Office of Public Instruction
State Capitol
Helena, MT 59620

Division of School Library Media Services
Jim Meier, Supervisor
Audiovisual Library
State Capitol
Helena, MT 59620
(406) 444-2979

NEBRASKA

February 1995

Division of Teacher Certification
Nebraska Department of Education
301 Centennial Mall S
Lincoln, NE 68509-4987

Division on School Library Media
Nebraska Department of Education
301 Centennial Mall S
Lincoln, NE 68509-4987

NEVADA
February 1995

Library Science Endorsement

To receive an endorsement to teach library science to kindergarten through grade 12, a person must have a valid elementary or secondary license and complete:

1. A program, which has been approved by the board, for teaching library science; or
2. Twenty-one semester hours in courses of study including:
 - (a) Organization and administration of a library;
 - (b) The cataloging and classifying of materials for a library;
 - (c) Reference, bibliography and service;
 - (d) The selection of materials for a library;
 - (e) Children's and young adult's literature;
 - (f) The use and selection of educational media and audio visual equipment;

and

- (g) The use of computers in a library and in the study of library science.

Library Specialist

To receive an endorsement as a library specialist, a person must:

1. Hold a Bachelor's Degree in library science or an equivalent degree; or
2. Have completed:
 - (a) All the special courses required for an endorsement authorizing a licensed teacher to serve as a library specialist; and
 - (b) An additional 8 semester hours of preparation in library science.

Professional Library Science Endorsement

To receive a professional library science endorsement, a person must:

1. Have met all the requirements for a library science endorsement;
2. Hold a Master's degree;
3. Have 3 years of experience as a librarian in state approved schools.

Division of Teacher Certification
Nevada Department of Education
Elementary and Secondary Education Branch
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Carson City, NV 89710
(702) 687-3115
FAX (702) 687-5660

Division for Library Media Services
Lin Forrest, Library Media Consultant
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(702) 687-3136
FAX: (702) 687-5660
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NEW HAMPSHIRE

February 1995

Ed 614.11 Library Media Generalist: Certification Requirements, Competencies, and Program Specifications.

(a) A candidate for certification as library media generalist shall meet the requirements which follow:

(1) The candidate shall complete a post-baccalaureate level program in school library media services approved by the state board of education as specified in Ed 502.01; or

(2) The candidate shall have completed a program in another state according to the provision of Ed 502.02; or

(3) The candidate shall have acquired the skills, competencies, and knowledge described in Ed 614.11 through experience in comparable positions in education or other professions according to the provision of Ed 502.03.

(b) The competencies required in Ed 614.11(a)(1) and Ed 614.11(a)(3) shall be as follows:

(1) The candidate shall complete the general education studies specified in Ed 609;

(2) The candidate shall complete the professional education studies specified in Ed 610;

(3) Library Administration. The candidate shall have the competency to:

a. assess the informational and instructional needs of students and teachers;

b. establish short and long range goals based on identified needs; the goals and objectives of the school district, state, and national guidelines, and research findings;

c. prepare, justify, and administer a library media program budget;

d. prepare plans for new or renovated library media facilities;

e. develop policies that assure optimum use of materials, equipment, facilities, and staff to support the curriculum;

f. train, supervise, and evaluate support staff, volunteers, and student helpers;

g. apply federal and state laws pertaining to media including those regarding copyright, privacy, and access to materials;

- h. prepare statistical records and written reports;
- i. assess, and implement the use of new technologies for library media center management, educational application, and information retrieval;
- j. evaluate the library media program based on established goals and standards.

(4) Collection Development. The candidate shall demonstrate the ability to:

- a. develop selection policies which reflect curricular and instructional objectives, and informational and recreational needs of students and teachers;
- b. develop criteria for evaluating and selecting specific print and non-print materials and equipment;
- c. develop a collection of bibliographic aids, tools, and other sources to obtain current reviews and information about materials and equipment;
- d. develop and implement procedures for preview, evaluation, selection and acquisition of materials and equipment consistent with the district policy;
- e. re-evaluate and maintain materials and equipment.

(5) Organization and Management of Media and Equipment. The candidate shall demonstrate the ability to:

- a. manually & electronically classify and catalog all print and non-print media according to professionally accepted systems;
- b. organize and maintain a current catalogue and shelf list of all media;
- c. implement procedures for initial processing, circulation, maintenance, service, and inventory of equipment and materials.

(6) Utilization of Resources. The candidate shall demonstrate the ability to:

- a. use a variety of ways to access information, including the use of new technologies;
- b. provide specific information and resources in response to reference requests and to recommend resources which support the curriculum;
- c. conduct programs that include guidance in reading, listening, and viewing experiences;
- d. assist students and staff in identifying, obtaining, using and/or producing media in appropriate formats for specific learning objectives;
- e. supervise students and staff in media production and equipment operation.

(7) Leadership and Communication. The candidate shall demonstrate the ability to:

- a. participate in the continual development of the curriculum;
- b. communicate the philosophy and goals of the school library media

program to the students, staff, and community at large;

c. inform the school community of materials, equipment, and research, including current developments in the field of instructional technology;

d. involve students and staff in establishing goals and objectives of the media program.

(8) Instruction. The candidate shall demonstrate the ability to:

a. teach manual & electronic skills in the retrieval, evaluation, and utilization of information to enable students to become independent learners;

b. integrate library/media skills instruction with the curriculum;

c. teach the principles of research, including the identification of authorities in various disciplines, at various grade levels;

d. instruct students and staff in equipment operation;

e. plan and implement staff development programs.

(c) The post-baccalaureate level program in Ed 614.11(a) shall meet the following program specifications:

(1) The program shall allow for individualized programs of study and experience.

(2) The program shall provide for a supervised off-campus practicum which provides experience at both the elementary and secondary levels.

[7/1/89]

Section XIII

Requirements and Certification for Media Personnel

In these Standards, the delivery of media services includes all of the pre-existing services given by School Librarians and Audiovisual Specialists. The skills, competencies and knowledges of these two-pre existing positions have been combined into Media Generalist.

Media Supervisor

Entry Level Requirements

1. Have completed a Master's degree program in media approved by the State Board of Education and

2. Have three or more years successful experience in the area of media

or

3. Have acquired the skills, competencies, and knowledges (described below) through

experience in comparable positions in education or other professions. (See Alternative 3: Demonstrated Competencies and Equivalent Experiences.)

[...]

Qualifications for Media Supervisors should include the following skills, competencies, and knowledges:

1. Selection of Materials and Equipment
2. Utilization of Media
3. Production
4. Administration
5. Human Relations

Role Description

The Media Supervisor serves on the administrative staff and is responsible for the planning and coordination of a media program. This program may include print and nonprint services, which, in addition to the maintenance of a general collection, may encompass:

1. Professional Libraries
2. Curriculum Libraries
3. Materials Examination Centers
4. Local Production Centers
5. Computer Services
6. Equipment Centers

The Media Supervisor is responsible for the supervision of technical and supportive media personnel, as well as other professional working with the program, and is responsible for recommending recruitment procedures and qualifications for staff.

The Media Supervisor is responsible for representing and communicating the objectives of the media program to the public.

Media Education Associate Entry Level Requirements

1. Have completed two years of study in a program in a specialized area approved by the New Hampshire Post Secondary Education Commission
or

2. Have acquired the skills, competencies, and knowledges in a specialized area through experience in comparable positions in education or other professions. (See Alternative 3: Demonstrated Competencies and Equivalent Experiences.)

[...]

Role Description

The Media Educational Associate has the responsibility for the technical areas in the operation of a media program such as: processing, circulation of materials, dissemination of information, preparation of bibliographic abstracts, production of instructional materials, repair and adaptation of materials and equipment, operation and utilization of specialized technological services.

[July 1, 1989]

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Division of Standards and Certification
Bureau of Teacher Education and Professional Studies
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Division for Library Media and School Improvement
Susan Snider, Education Consultant, Library/Media
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NEW JERSEY

February 1995

CERTIFICATE: Educational Services

ENDORSEMENT: Educational Media Specialist

AUTHORIZATION:

This endorsement is required for any person who is assigned to develop and coordinate educational media services in the public schools. Educational media are defined as all print and nonprint resources and the equipment needed for their use.

REQUIREMENTS:

- I. A master's degree from an accredited or approved institution.
- II. A regular New Jersey instructional certificate or associate educational media specialist endorsement.
- III. One year of successful teaching or one year of successful experience as an associate educational media specialist.
- IV. Successful completion of one of the following:
 - A. An approved program--a graduate curriculum approved by the New Jersey State Department of Education as the basis for issuing this endorsement. (See listing of New Jersey colleges and universities offering approved programs.)

OR

B. A minimum of 30 semester-hour credits of postbaccalaureate studies. Courses completed in the candidate's graduate degree program may be applied toward fulfilling these requirements. The following areas of study must be included in either separate or integrated courses:

1. Organization and coordination of school media services and materials
2. Application of learning theory in reading, listening, and viewing education media materials
3. Design and development of educational media programs
4. Design and development of educational media materials
5. Integration of educational media through the school curriculum
6. Evaluation, selection and utilization of educational media

7. Development of individual and group processes in the media program
8. Field experience in a school media program

APPROVED PROGRAMS:

The following New Jersey colleges and universities offer approved programs for this endorsement:

Jersey City State College: G
Montclair State College: G & U
Rutgers Graduate School of Library Services: G
Seton Hall University: G

U--Undergraduate
G--Graduate
ND--Non-degree

Division for Teacher Certification
New Jersey Department of Education
185 W. State Street
Trenton, NJ 08625-0520

Division for School Library Media
Jean E. Harris, Consultant
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NEW MEXICO

February 1995

SBE Regulation No. 87-12

Amendment No. 1

Licensure for Grades Kindergarten Through 12

I. Authority: This regulation is adopted by the State Board of Education pursuant to Sections 22-2-1 and 22-2-2, NMSA 1978. This regulation shall become effective July 1, 1989.

II. Applicability: This regulation governs licensure in grades K-12 for those persons seeking such licensure on or after July 1, 1989.

III. Requirements: Persons seeking K-12 licensure pursuant to the provisions of this regulation shall meet the following requirements:

A. Bachelor's degree from a regionally accredited college or university and including, for those students first entering a college or university beginning in the fall of 1986, the following:

1. twelve (12) semester hours in English;
2. twelve (12) semester hours in history including American history and western civilization;
3. six (6) semester hours in mathematics;
4. six (6) semester hours in government, economics or sociology;
5. twelve (12) semester hours in science, including biology, chemistry, physics, geology, zoology, or botany; and
6. six (6) semester hours in fine arts; AND

B. Credits from a regionally accredited college or university which include:

1. twenty-four to thirty-six (24-36) semester hours of professional education in an education program approved by the State Board, including:
 - a. completion of the State Board of Education's approved functional areas and related competencies in professional education for grades K-12; and
 - b. a mandatory student teaching component; AND
2. twenty-four to thirty-six (24-36) semester hours in at least one teaching field such as mathematics, science(s), language arts, reading, and social studies (or other content related areas), twelve (12) hours of which must be in upper division courses as defined by the college or university. Individuals must also complete the State Board of

Education's approved functional areas and related competencies in the teaching field;
AND

C. Passage of the Core Battery of the National Teacher Examination (NTE).

IV. Savings Clause: All persons holding a valid K-12 New Mexico license or endorsement on June 30, 1989 shall be entitled to K-12 licensure. Such licensure may be further continued pursuant to regulation(s) as established by the State Board of Education.

[July 1, 1989]

Competencies for the Library Media Specialist

I. The Library Media Specialist is an instructional leader in the school who plans, develops and implements a program that is central to learning and integrated into the total educational program.

A. Implements a planned, sequential program of effective instruction which will include:

1. Orientation to library;
2. Organization of resources;
3. Selection of resources;
4. Utilization of resources;
5. Independent use of the library.

B. Uses a variety of teaching methods and materials which:

1. Addresses student learning rates, levels, and styles; and
2. Utilizes new technology.

C. Creates an atmosphere in the library that:

1. Helps develop independence in the use of information; and
2. Helps develop a love of learning.

D. Effectively integrates major topics from the curriculum into the Library Media Center instructional program through regular planning with the faculty.

E. Presents material in an unbiased [manner].

II. The Library Media Specialist develops effective procedures for communicating with students, staff, parents and community in a climate of mutual respect.

A. Helps students interact with each other by fostering a spirit of cooperation and willingness to work together.

B. Works cooperatively with fellow employees to develop and maintain effective interaction.

C. Participation in cooperative planning as needed by the faculty to meet curriculum objectives.

D. Communicates instructional intent of learning experiences to students and faculty.

E. Utilizes community resources considering social, cultural, and intellectual needs of the student body.

III. The Library Media Specialist utilizes appropriate assessment techniques for the continuous evaluation of student progress.

A. Evaluates and adjusts Library Media Center program by conducting appropriate assessments and analyzing data.

B. Helps students to be aware of their progress.

IV. The Library Media Specialist serves as the professional resource person for the school community.

A. Possesses knowledge of the school curriculum and uses this knowledge to enhance the educational mission of the school.

B. Assists faculty in the design, development and implementation of instructional units.

C. Coordinates school-wide activities which promote literacy and learning.

D. Seeks opportunities for professional development.

V. The Library Media Specialist effectively organizes and manages the Library Media Center in accordance with recognized policies and procedure.

A. Develops and maintains an up-to-date, balanced collection based on the curriculum and student, faculty, and community needs.

B. Maintains an accurate inventory of Library Media Center materials and equipment.

C. Selects quality materials utilizing specific selection criteria.

D. Manages the budget of the Library Media Center effectively.

E. Provides for the processing of materials.

F. Provides adequate circulation for all materials and equipment.

G. Trains and supervises the Library Media Center library staff, student assistants and volunteers.

[July 1, 1989]

State Department of Education
Professional Licensure Unit
Education Building
300 Don Gaspar
Santa Fe, NM 87501-2786

Division for School Library Media
Mary Jane Vinella, Director of Instructional Materials
Education Building
Santa Fe, NM 87501-2786
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NEW YORK
February 1995

Amendments to the Regulations of the Commissioner of Education

Pursuant to Section 207 of Education Law

80.8 Certificates valid for school media specialist, school media specialist (library), school media specialist (educational communications).

(a) Preparation. To obtain a certificate as school media specialist, school media specialist (library), school media specialist (educational communications), a candidate shall meet the requirements set forth in this section.

(1) Provisional certificate.*

(i) The candidate shall hold a baccalaureate degree from a regionally accredited institution of higher education or from an institution authorized by the Regents to confer degrees and whose programs are registered by the Department; and shall have completed within, or in addition to, that degree 36 semester hours of study in school media or school media (library) or school media (educational communications), 12 semester hours of study in professional education, and a college-supervised practicum in school media, school media (library) or school media (educational communications).

(a) Substitution. One year of paid, full-time school media or school media (library) or school media (educational communications) experience may be accepted in lieu of the college-supervised practicum when such experience carries the recommendation of the employing school district administrator.

(b) Distribution. The school media specialist certificate is granted to applicants whose preparation includes 18 semester hours in school media (library) and 18 semester hours in school media (educational communications), the school media specialist (library) certificate when the preparation includes at least 24 semester hours in school media (library), and the school media specialist (educational communications) certificate when the preparation includes at least 24 hours in school media (educational communications).

(ii) Examinations for provisional certificate. Each candidate for the provisional certificate shall submit evidence of having achieved a satisfactory level of performance on either the NTE Core Battery tests** or the liberal arts and sciences portion and the written assessment of teaching skills portion of the New York State Teacher Certification Examinations.***

(iii) Time validity. The provisional certificate shall be valid for five years of date of issuance.

(2) Permanent certificate. The candidate shall have completed two years of school experience as a media specialist and a master's degree in the field of school media or school media (library) or school media (educational communications). The total program of preparation shall include 12 semester hours in professional education, 36 hours in school media or school media (library) or school media (educational communications), and a college-supervised practicum.

(3) Interstate agreement on qualifications of educational personnel. A provisional certificate will be issued to an applicant who has completed a program of preparation at an approved institution of higher education who has attained an initial regular certificate in a state which has contracted with the State of New York pursuant to Education Law, section 3030.

*All persons shall have completed two clock hours of coursework or training regarding the identification and reporting of suspected child abuse or maltreatment. A listing of approved providers is available, upon request, from your local library.

**The Core Battery tests are administered by Educational Testing Service three times during the year. For information on test sites and registration procedures, please request the Bulletin of Information for the NTE Programs from NTE Programs, Educational Testing Service, CN 6057, Princeton, NJ 08541-6057.

***The New York State Teacher Certification Examinations will be offered twice during the 1993 calendar year, and three times during each of the ensuing years. For information on test sites and registration procedures, please request the Registration Bulletin from NYSTCE, National Evaluation Systems, Inc., P.O. Box 660, 30 Gatehouse Road, Amherst, MA 01004-9008.

11/92

Amendments to the Regulations of the Commissioner of Education

Pursuant to Section 207 of Education Law

80.4 Certificates valid for administrative and supervisory service (school district administrator, school administrator and supervisor, and school business administrator).

A candidate may obtain a certificate for administrative and supervisory service upon evidence that the requirements of this section have been met.

[...]

(b) School administrator and supervisor (principal, housemaster, supervisor, department chairman, assistant principal, coordinator, unit head and any other person serving more than 25 percent--10 periods per week--of his assignment in any administrative and/or supervisory position excepting those defined in subdivision (a) shall hold this certificate).

(1) Provisional certificate. The candidate shall hold a baccalaureate degree, based upon a four-year program of collegiate preparation from a regionally accredited higher education institution or from an institution approved or registered by the department, and shall have completed in addition 30 semester hours of graduate study and an approved administrative/supervisory internship under the supervision of a practicing school administrator and a representative of the sponsoring institution or higher education. These 30 semester hours shall include 18 semester hours of graduate study in the field of school administration and supervision.

(i) Substitution. One year of satisfactory full-time experience in a school (N-12) administrative or supervisory position may be substituted for the internship.

(ii) Experience. Three years of approved teaching experience and/or administrative and/or supervisory and/or pupil personnel service within grades N-12.

(iii) Time validity. The certificate will be valid for five years from date of issuance.

(2) Permanent certificate. The candidate shall have completed, in addition to the requirements for the provisional certificate, two years of school experience in an administrative/supervisory position. Within the total program of preparation, the candidate shall have been awarded a master's degree.

6/91

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The University of the State of New York
The State Education Department
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NORTH CAROLINA

February 1995

A. Role of Media Coordinator

The school media coordinator has the primary responsibility for leadership and implementation of a school library/media program that is an integral part of the instructional process. To accomplish this, the media coordinator:

- *Develops plans to ensure effective instruction and management of the media program
- *Is an effective teacher
- *Provides a variety of services that extend and reinforce the instructional program of the school
- *Promotes positive relationships with students, staff, and community
- *Effectively coordinates the evaluation and selection of instructional resources
- *Is an effective manager
- *Displays evidence of professional ethics, growth, and development

Personal effectiveness skills, combined with professional knowledge and expertise, are necessary for successful interaction with students, teachers, administrators, and other patrons.

Preparation programs for the media coordinator develop those competencies deemed essential for the beginning media coordinator. This stage is the primary responsibility of the preparing university, working cooperatively with school systems in which field experiences are provided. It culminates in eligibility for 076 (media coordinator) certificate and possession of a master's degree from an approved program.

B. Program Guidelines for the Preparation of Media Coordinator

The program of preparation of the media coordinator should have a planned sequence, but with sufficient flexibility to allow for differences in the educational background and experiences of the candidates. The master's degree program should provide competencies required by the guidelines.

Emphasis must be placed upon experiential learning through simulation, case studies, field studies, internships, and other instructional activities that require the individual to interact with a "real" teaching-learning environment.

Guideline 1: The program should provide for the development of a comprehensive, integrated understanding of the role of media in relation to teaching and learning.

Emphasis should be placed on the acquisition of knowledge concerning the contribution

of different media in promoting effective learning by students who vary widely in interests, capabilities, and needs; the development of skills that enable the media skills to the accomplishment of specific learning objectives; and media coordinator's role as teacher.

Guideline 2: The program should develop appropriate attitudes and skills in human relations.

The program of study and practicum experience should develop human relations skills in providing leadership for the media program, including group processes and their specific application to work with instructional and support personnel.

Guideline 3: The program of study and practicum experiences should provide for the acquisition of knowledge and the development of skills in the evaluation and selection of media.

The program should provide competence in the evaluation and selection of materials in terms of their (1) purported function in promoting learning; (2) appropriateness to learner needs; and (3) compatibility with instructional objectives. The program should also provide knowledge and competence related to the establishment and coordination of a media selection policy.

Guideline 4: The program should provide study and experience that provide competence in developing effective utilization of media by students and teacher.

Emphasis should be placed on the development of skills related to assisting students and teachers in the effective use of media; in creating and maintaining a favorable environment for learning; in providing leadership in the incorporation of new and innovative uses of media in the instructional program; and planning and providing leadership in activities related to professional staff development.

Guideline 5: The program should provide for the development of skills in the production of instructional materials.

Study and laboratory experience should develop competencies essential to the design and production of instructional materials which can make a significant contribution to learning. The motivation and increased learning resulting from the involvement of students and teachers in such activities should be stressed.

Guideline 6: The program, through study and experience, should provide competencies related to the organization and management of the media collection.

The program should provide the competencies to apply and adapt principles and practices

of classifying, cataloging, and indexing; to evaluate systems and aids from outside sources for cataloging resources; to display the collection in an attractive, stimulating, and convenient manner; and to establish effective systems-related inventory, preventive maintenance, and provision of production and processing supplies.

Guideline 7: The program should provide for the acquisition of knowledge and development of skills related to the planning and management of the media program.

The program should provide the ability (1) to practice effective superiority techniques and personnel relationships; (2) to formulate long-range plans of immediate and future steps related to the development of the media program; (3) to write educational specifications for the design and construction of media facilities for the school and/or the system; (4) to assist in the preparation and interpretation of the media budget; and (5) to actively participate in the design and implementation of evaluation procedures to determine the effectiveness of the media program in learning activities of the school or system.

C. Competencies Needed by Media Coordinators

The school's media coordinator has primary responsibility for leadership and implementation of an effective school library/media program at the building level. The media coordinator should be able to demonstrate substantial knowledge and proficiency in content areas considered to be basic in the preparation of media coordinators (K-12). Competencies required in each of these areas are described below.

1.0 Administration

The ability to develop and implement media programs which facilitate the achievement of the educational goals, including the management of media and human resources. The candidate will be able to:

1.1 Develop annual and long-range goals for a comprehensive school media program

1.2 Prepare, justify, and administer the media program budget based on curricular needs

1.3 Participate in planning, arranging, and utilizing media facilities to support the instructional program

1.4 Formulate schedules to accommodate the needs of students and teachers in small/large groups and/or individually

1.5 Train, supervise, and evaluate clerical/technical personnel, volunteers, and student assistants in relation to the effective use of their time and talents.

1.6 Initiate the formal and informal agreements providing for increased availability of media through resource sharing

1.7 Implement the use of the automated systems for instruction and/or bibliographic control

1.8 Evaluate the effect of the overall media program on teaching/learning

1.9 Apply the principles of research to the development and implementation of the media program

1.10 Assess new technology for possible educational applications

2.0 Communication and Leadership

The ability to initiate interaction with students, staff, administration, and or the general public for purposes of interpreting, promoting, and expanding the media program. The candidate will be able to:

2.1 Interpret the school media program to administrators, school board, and lay public

2.2 Provide for regular communication between media center personnel and users

2.3 Plan and conduct staff development activities to develop media competencies of instructional staff

2.4 Apply appropriate interaction skills for relating to students and teachers

2.5 Plan and implement strategies for positive public relations

2.6 Ensure professional growth by participating in continuing education programs

2.7 Identify the function of local, State, and national professional organizations

3.0 Evaluation and Selection

The ability to apply basic principles of evaluating and selecting media to support the instructional program. The candidate will be able to:

3.1 Recognize the school's organizational pattern, the curriculum, and the instructional objectives affecting the selection of media

- 3.2 Develop and implement an individual school selection policy compatible with system-wide policy
- 3.3 Organize and provide leadership for the school's Media Advisory Committee, involving administrators, teachers, students, and the lay public
- 3.4 Identify and/or develop criteria appropriate for evaluating various forms of media in all subject areas and grade levels
- 3.5 Assess the media collection, identify strengths and weaknesses, and coordinate the selection of appropriate media to ensure a comprehensive, balanced collection
- 3.6 Identify and work cooperatively with reputable publishers, producers, and dealers marketing educational media to ensure satisfactory purchases
- 3.7 Ensure that the evaluation and selection process provides curriculum-related media appropriate to the varying abilities, interests, attitudes, and needs of users
- 3.8 Recognize the characteristics unique to each media format and select items according to their specific contribution to learning
- 3.9 Provide for hands-on evaluation of media and/or identify reliable bibliographic tools to aid in selecting media
- 3.10 Identify and arrange for use of community resources compatible with curricular needs
- 3.11 Maintain an up-to-date media collection by periodically screening out obsolete items
- 3.12 Respond to censorship attempts by using the Citizen's Request for Reconsideration of Media, the School's Selection Policy, and the Media Advisory Committee

4.0 Organization and Management

The ability to establish and carry out procedures for effective and efficient acquisition, cataloging, processing, accessing, and maintaining equipment and materials. (AASL, p. 11) The candidate will be able to:

- 4.1 Coordinate the acquisition process for materials, equipment, and media supplies
- 4.2 Establish policies and implement procedures for classifying, cataloging, and processing all school-owned media, information files, and community resources

- 4.3 Organize and maintain a current catalog and shelf list for all school-owned media
- 4.4 Select and/or design appropriate media circulation systems
- 4.5 Establish, implement, and evaluate circulation policies based on needs of users
- 4.6 Ensure accessibility to all types of materials and accompanying equipment through appropriate housing
- 4.7 Plan and manage effective procedures for equipment maintenance
- 4.8 Implement procedures for ongoing inventory of materials and equipment

5.0 Instruction and Utilization

The ability to instruct students and faculty in using and/or producing media to facilitate the teaching/learning process. The candidate will be able to:

- 5.1 Teach media skills within the framework of the school's curriculum as outlined in State curriculum guides
- 5.2 Participate in the curriculum development process to establish learning objectives and recommend appropriate media to accomplish these objectives
- 5.3 Plan, conduct, and evaluate a literacy appreciation program which includes guidance in reading, listening, and viewing experiences
- 5.4 Provide specific information and resources in response to reference requests
- 5.5 Assist teachers and students in identifying, obtaining, and producing media based on abilities, interests, curricular needs, and learning styles
- 5.6 Instruct and supervise students and teachers in instructional design, media production, and equipment operation
- 5.7 Use the basic principles of instructional design to produce media for specific learning objectives
- 5.8 Evaluate effectiveness of media production based upon stated objectives
- 5.9 Assist students in identifying concepts presented in media and with interpreting and organizing information

Media Supervisor

A. Role of Media Supervisor

The media supervisor is defined as one whose primary concern is the improvement of learning opportunities through leadership in the implementation and administration of a strong unified library/media program. The media supervisor has the role of decision maker, consultant, and specialist in advising administrators, teachers, and other professional personnel. Responsibilities include curriculum development, instruction, resource collection development, and staff development.

The media supervisor may be identified by a variety of titles such as Media Director, Coordinator of Library/Media Services, and Library Supervisor. The media supervisor serves as a member of a management team charged with the responsibility for planning, implementing, and evaluating an educational program relevant to the needs of student population in a school system. In theory and practice, the functions of the supervisor and the administrator share many commonalities. Differences occur in the degree to which a competency area is practiced, and the scope of decision making and authority associated with the two roles.

Preparation programs for the media supervisor develop those competencies deemed essential for the beginner in a supervisory role. The stage is the primary responsibility of the preparing institution, working cooperatively with school systems in which field experiences are provided. It culminates in at least twelve (12) graduate semester credits in administration, curriculum development, and supervision courses from an approved educational program beyond possession of or eligibility for Media Coordinator (076) certificate; at least three years of successful experience as a media coordinator; and possession of a master's degree from an approved media program.

B. Program Guidelines for the Preparation of Media Supervisors

The program of preparation should be characterized by flexibility, individualization, and personalization to allow for differences in the capability, experiences, and educational background of candidates. Programs of study for all students will contain common elements; however, the mix of these elements will vary for individual programs of study. It is assumed that candidates admitted to the program will have exhibited a reasonable leadership potential in their work with students, professional associates, and the general public.

Educational programs designed to develop the competencies identified will place as much emphasis upon educative process as upon educative content, for the process of supervision is as much a reflection of affective understanding as it is cognitive learning.

Emphasis, then, must be placed upon experiential learning through simulation, case studies, field studies, internships and other instructional activities which require the individual to interact with a "real" teaching-learning environment. The twelve (12) semester hour programs should be planned in accordance with the guidelines below:

Guideline 1: The program should provide advanced level preparation in the areas of administration, supervision, and curriculum development through completion of a minimum of twelve (12) graduate semester hours.

Preparation in these areas should be beyond expectations defined in the master's level Media Coordinator (076) preparation program since candidates must possess or be eligible to hold the graduate-level Media Coordinator (076) certificate. There should be supporting evidence from the field that would attest to traits and behaviors related to potential success of the candidate as media supervisor since at least three years of successful experience as a media coordinator is a prerequisite. After the candidate has been regularly admitted to the program and passes from one phase of preparation to another, faculty advisors should make periodic evaluations of progress and take specific action designed either to encourage continuation or a reformulation of career goals. In addition, program exit evaluation processes and procedures should be developed to determine student proficiency in relation to the competencies identified, and to assess program effectiveness.

Guideline 2: The program should provide advanced level study in the humanistic and behavioral components of preparation.

Study under this guideline should reflect upper level consideration of the problems of education from a philosophical, historical, behavioral, and social sciences point of view. Preparation in this area demands a reasonable command of the principles and concepts in the areas of political science, economics, sociology, anthropology, and social psychology that relate directly to education supervision. The program should be implemented through a carefully designed, comprehensive, interdisciplinary approach. Emphasis should be placed upon the application of the principles and concepts learned in planning educational programs and in solving educational problems.

Guideline 3: The program should provide comprehensive study of the dynamics of human behavior.

Preparation in this area should include a careful study in the variety of ways in which people work together successfully and an analysis of both individual and group behavior procedures for helping people in their personal adjustments and interpersonal relations. The program should provide (1) knowledge of and considerable practice in group processes and their specific applicability to the work of the supervisor; (2) experiences designed to foster the candidate's appreciation of individuality and sensitivity to the

feelings of others; (3) opportunities for trying out and evaluating the candidate's leadership skills; and (4) opportunities for demonstrating creativity and initiative in activities of the supervisor.

Guideline 4: The program should develop advanced level understanding of teaching-learning theory, including evaluation techniques related to learning.

Along with advanced level comprehension, the study should develop competence in applying theory in routine teaching-learning activities. The relationship of learning to such factors as individual differences, differences in socio-economic background, social and emotional maturity, attitudes, beliefs, and physical well being, etc., should be considered. The study should also have some emphasis on techniques for assessing individual learning progress. Also, the study should promote an understanding of the findings of teacher effectiveness research in relation to student achievement and classroom management.

Guideline 5: The program should develop advanced levels of comprehension in the areas of curriculum development and instructional processes.

The study should provide advanced level consideration of the theories, principles, and practices of curriculum development, instructional design, instructional processes, and learning evaluation; and recent curriculum innovations, changes in subject matter content, information about new institutional strategies, and use of the computer in the instructional and organizational setting.

Guideline 6: The program should provide for the study of the principles, practices, and techniques of instructional leadership and some study in the areas of organization and administration.

Preparation in this area should develop a comprehension of principles and practices of instructional leadership, their development, current status and trends. Consideration should be given to the techniques such as the orientation of media personnel, in-service education programs, individual and group conferences. In addition, the study should include consideration of school organization and administration; theories and principles of management; personnel appraisal; instructional systems, including their design, implementation, and evaluation; school finance; decision making; and leadership roles in education. The level of competence achieved should enable the instructional leader to serve effectively as a member of an educational management team.

Guideline 7: The program should include an emphasis on research and use of appropriate statistics.

Work in this area should assist the prospective supervisor in gaining greater insights and

skills in the use of techniques of action research and in designing and carrying out research projects. The program should provide adequate opportunities for experiences involving knowledge of significant educational research, its implications, and its use.

Guideline 8: The program should include a period(s) of internship-field experiences in a supervisory role.

The field experiences should include work under the direct supervision of a supervisor, or other instructional leader of recognized capability, for an extended period (as long as necessary to develop a pre-determined level of competency).

The field experience should be composed of special projects and problems related to the area of library media programs or advanced study seminars.

C. Competencies Needed by Media Supervisors

The role of the media supervisor will vary from that of the educational leader who coordinates the overall instructional program in a school system to one who concentrates on providing the framework for a strong library/media program that extends and enriches the system-wide instructional program.

1.0 Competencies in Administration

The ability to systematically plan and organize the total library/media program in relation to the overall educational goals and objectives of the school system, including the management of media and human resources. The candidate will be able to:

System-wide Goal Development:

1.1 Organize manpower, money, equipment, methods, and materials to meet long and short range goals

1.2 Formulate effective policies and appropriate procedures as needed for establishment, maintenance, development, and evaluation of the library/media program and media support services

1.3 Develop and monitor a continuous evaluation system to identify operational strengths and weaknesses of the library/media programs at both the building and system levels

1.4 Identify and justify personnel needs and advise in the selection and placement of media personnel

1.5 Follow established administrative channels and procedures within the school system

in developing the system-wide library/media budget, based primarily on identification of student and teacher needs, and appropriate purchasing procedures for meeting these needs

1.6 Provide leadership in the redesign, design, and development of library/media facilities

1.7 Provide leadership in evaluating and applying all aspects of technological advancements that may have an impact on system-wide instructional programs

1.8 Provide guidance and direction in planning and implementing system level and building participation in local, State, and national networking efforts among all types of libraries

System-wide Goal Implementation

1.9 Establish and maintain an atmosphere in which individuals work harmoniously and at optimum levels

1.10 Apply managerial leadership skills to the attainment of identified goals

1.11 Assist building-level staff in the development of library/media programs that demonstrate direct relationship to the overall educational objectives of the building

1.12 Assist building-level media coordinators and principals in budget preparation and purchasing procedures

1.13 Assist building-level media coordinators in applying overall management competencies to individual building programs

1.14 Exhibit effective communication skills while serving as an information specialist directly involved in varied phases of information management for staff and faculty

1.15 Provide leadership in the use of the computer for administrative purposes as well as for learning

2.0 Competencies in Supervision/Management

The ability to provide leadership in establishing and maintaining a strong library/media programs by exhibiting knowledge and understanding of the principles of management and supervision; maintaining open communications with various groups; facilitating special and related services; assuring liaison with the community; and initiating and participating in activities that advance the library/media program. The candidate will be able to:

Staff Supervision and Development

- 2.1 Establish an organizational climate which staff perceive as receptive to their needs
- 2.2 Construct alternative solutions to interpersonal conflicts based on adequate knowledge of another person's values, needs, and feelings
- 2.3 Plan and conduct appropriate staff development activities based on assessed needs

External Relationships/Communications

- 2.4 Participate in a leadership role in professional organizations at the local, regional, State, and national levels
- 2.5 Participate in a leadership role in the development of cooperative efforts among various types of libraries
- 2.6 Interpret the purposes, needs, and accomplishments of the overall media program to the community

Program and Service Development

- 2.7 Establish, with appropriate staff, system-level evaluation and selection policies and procedures for all types of materials and equipment
- 2.8 Protect the right of freedom of access to materials and information through support for a local school board adopted selection policy, as well as other means
- 2.9 Establish policies and procedures for efficient acquisition, receiving, and inspecting of materials and equipment at the building and system levels
- 2.10 Provide technical assistance to system level specialists on the evaluation of materials relating to specific subject areas and assist building-level staff in evaluation, selection, and acquisitions processes
- 2.11 Establish cataloging and classification policies and procedures for organizing collections in the school system
- 2.12 Assist building-level media coordinators in effective organization of materials and equipment within the individual building

2.13 Provide leadership to support and encourage full use of all materials, equipment, and services of all media centers through flexible scheduling practices to meet user needs; convenient arrangements of space, furniture, and resources; and a receptive attitude toward individual and group requests for services

3.0 Competencies in Curriculum Development

The ability of maintain continuous and direct involvement as a leader in the cooperative development of a system-wide program that assures that library/media skills are attained through use of carefully selected teaching processes which are closely related to the content of a topic of study. The candidate will be able to:

Curriculum Theory and Planning

3.1 Provide leadership in determining objectives for the library/media skills program as an integral part of the instructional program of the school system

3.2 Contribute meaningful information on the functions of learning resources in various curriculum models and theories

3.3 Coordinate the acquisition of learning resources needed to support curricular programs prior to their implementation

3.4 Develop policies and plans with media staff and teachers which assure articulated student attainment of library/media skills

3.5 Participate, as a member of the educational team, in the design and construction of the system-wide curriculum, promoting consideration of alternative teaching-learning strategies and appropriate media

3.6 Assist system-level content specialists and supervisors in planning and developing appropriate media presentations for various disciplines

Curriculum and Program Evaluation

3.7 Assist building-level media coordinators in examining the impact of curricular guidelines on building level library/media programs

3.8 Provide consultative and technical assistance to increase the effective participation of building level media coordinators in curricular and instructional design processes

3.9 Contribute to system-wide evaluation and accountability studies and projects which may have an impact of library/media programs

3.10 Assist building-level media coordinators in assessing and analyzing ways in which materials and equipment can be used most effectively in given learning situations

Instructional Theory and Design

3.11 Assist building-level media coordinators in designing an appropriate library/media skills program which meets specific objectives and is integrated into all areas of instruction

3.12 Apply principles of instructional design to the development of flexible and varied inservice programs and student study skills programs, providing for individual and group needs

3.13 Assist building-level media coordinators and staff in designing effective articulated library/media skills lessons consistent with district-wide curriculum guides

Research Utilization

3.14 Interpret and use research including findings relative to instructional effectiveness and student achievement

3.15 Involve building-level media coordinators in research relevant to building level and system-level programs

School Learning

3.16 Exhibit knowledge and understanding of teaching-learning theory and practice, including strategies to elicit learning.

D. Completion of Program and Recommendation for Certification

Each candidate must be recommended by the appropriate university officials and field experience supervisors.

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NORTH DAKOTA

February 1995

Department of Public Instruction

Guidelines for North Dakota Library Media Specialist Credentials

Department of Public Instruction 600 E. Boulevard--9th Floor
Bismarck, ND 58505-0440

A. Types of Library Media Credentials and Academic Requirements

LM04 Library Designate

Degree:
Bachelor's Degree

Coursework:
8 semester/12 quarter hours from Section I of the "Guide for Course Preparation."

LM03 Librarian

Degree:
Bachelor's Degree

Coursework:
16 semester/24 quarter hours from Section I of the "Guide for Course Preparation."

LM02 Library Media Specialist

Degree:
Bachelor's Degree

Coursework:
16 semester/24 quarter hours from Section I; 10 semester/15 quarter hours from Section II of the "Guide for Course Preparation."

LM01 Library Media Director

Degree:
Master's Degree in Library Science, Media Education, or other.

Coursework:

16 semester/24 quarter hours from section I; 10 semester/15 quarter hours from section II; 12 semester/18 quarter hours from Section III; of the "Guide for Course Preparation."

B. Level of Credentials

LM01--Library Media Director
LM02--Library Media Specialist
LM03--Librarian
LM04--Librarian Designate

C. Educator's Certificate (same for all)

The applicant must hold a valid North Dakota Educator's Professional Certificate.

D. Renewal Requirement (LM01, LM02, LM03)

1. Librarians with ND First and Second Grade Professional Life Certificates
 - a. The life of each library media credential is a period of five years
 - b. The completion of 4 semester/6 quarter hours of undergraduate or graduate credit in the areas of library, media, education, curriculum and communications is required.
 - c. Credits must have been completed since the issuance of the applicant's most recent library media credential.
 - d. A letter of recommendation documenting successful experiences in the last employing school is required.
 - e. Credential renewal applies only to the current credential level attained.
 - f. Applicant is required to submit library media credential renewal application, transcripts documenting completion of coursework and a letter of recommendation.
2. Librarians with ND educator's Professional Certificate
 - a. A librarian with an initial two- or five-year Educator's Professional Certificate will automatically have the library media credential renewed each time the teaching certificate is renewed.
 - b. Credential renewal applies only to the current credential level attained.

To obtain a different credential level, it is necessary to complete a library media credential application and submit it to the Department of Public Instruction for review.

E. Renewal Requirements (LM04)

1. The life of each library media credential is a period of five years.
2. The Librarian Designate (LM04) credential is non-renewable.

3. The credential may be upgraded to a LM03, LM02, or LM01.

To obtain a different credential level, it is necessary to complete a library media credential application and submit it to the Department of Public Instruction for review.

F. The Guide for Course Preparation

Courses may be graduate or under-graduate level.

I. Basic Librarian Preparation

- A. Library administration
- B. Reference
- C. Classification and cataloging of print materials
- D. Adolescent/children's literature
- E. Selection of print materials
- F. Utilization of print materials
- G. Other (upon prior approval)

II. Library Media Specialist Preparation

- A. Classification and cataloging of non-print materials
- B. Selection of print and non-print materials
- C. Materials for elementary/secondary education
- D. Design and production of materials (required)
- E. Communication theory (theory and principals of message design)
- F. Special problems in media (research) (maximum of 4 semester hours)
- G. Reading, listening, viewing and guidance
- H. Television
- I. Computers and computer-assisted instruction (one course in acceptable)
- J. Other (upon prior approval)

III. Library Media Director Preparation

- A. Educational administration
- B. Elementary/secondary curriculum
- C. Supervision
- D. School finance
- E. School law
- F. Educational psychology
- G. Philosophy of education
- H. Other (upon prior approval)

G. Library Media Credential Conversion

Formerly	Currently
ME04--Library Media Director	LM01--Library Media Director
ME03--Library Media Specialist Media Specialist	LM02--Library Media Specialist
ME02--Audiovisual Specialist	no longer available
ME01--Librarian	LM03--Librarian
ME08,ME12,ME16--Director	LM04--Librarian Designate

Library Media Credential conversion is effective
September 1, 1991

Library media specialists who currently hold any of the former credentials (ME) may contact the Elementary Education Unit, Department of Public Instruction to request an updated credential.

H. State Accreditation Standards

1. Qualifications--K-12

- a. Enrollment--through 24: Library media specialist not required
- b. Enrollment--25-100: A library media specialist shall be a certified teacher and shall have a LM04 credential.
- c. Enrollment--101-250: A library media specialist shall be a certified teacher and shall have a LM03 credential.
- d. Enrollment--251 plus: A library media specialist shall be a certified teacher and shall have a LM02 or LM01 credential.

2. Time Assignment

- a. The time assignment for librarians is determined by the number of students served by the library as organized, e.g., 7-12, K-12, 9-12.

b. 90 minutes per day or 450 minutes per week for libraries serving less than 100 students.

c. 1 hour per day for each 80 students for schools serving more than 100 students. Proportionate time allowances may be calculated only when the enrollment exceeds 240 students.

d. Elementary Libraries--K-6, K-8 Schools may use additional time assignments of trained library media aides to meet the above time assignment standards. It would seem that at least 50% of the program time assignment be provided by the librarian. Schools considering this option shall submit a written plan.

For further information or to request a Library Media Specialist Application, contact the Director of Elementary Education, Department of Public Instruction at (701) 244-2295.

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OHIO

February 1995

[Ohio--Professional Education]

(B) Curriculum.

(1) The body of knowledge, skills, attitudes, and values determined essential for effective practice shall be specified for each certificate for which the college or university is approved to prepare individuals. The curriculum for each certificate shall identify the sequential learning needed to attain the specified body of knowledge, skills, attitudes, and values; and shall include instructional objectives and a syllabus for each course, clinical experience and field-based experience.

(2) Certification program for classroom teachers. A teacher education program leading to certification as a classroom teacher shall include the following components:

(a) General education. The general education program for teacher education students shall be defined with purposes and objectives and shall consist of at least thirty semester hours of studies in humanities, mathematics, natural sciences, and social sciences.

(b) Area of concentration of specialization.

(i) Area of concentration. The programs for prekindergarten, kindergarten-primary, and elementary certificates shall include an area of concentration which is defined through purposes and objectives, which consists of at least twenty semester hours, and which is selected from the humanities, mathematics, natural sciences, or social sciences.

[...]

(c) Professional education. The professional education program for each type of certificate shall be defined with purposes, objectives, course work, and clinical and field-based experiences based on knowledge derived from research about teaching, learning, school improvement, and current best practices, and shall include the semester hours set forth in Chapter 3301-23 of the Administrative Code.

(i) The professional education program shall provide for acquisition of knowledge, skills, attitudes, and values from the study of historical, philosophical, psychological, and sociological foundations of education:

(a) Development and organization of modern education, including ideas, leaders, movements, and the role of research and scholarship;

human diversity;

- (b) Cultural, psychological, and sociological bases of
- (c) Principles of human development, growth, and learning with practical application to teaching;
- (d) Organization of schools; and
- (e) Legal and ethical implications of teaching.

(ii) The professional education program shall provide for acquisition of knowledge, skills, attitudes, and values related to the construction and implementation of curriculum including at least the following areas:

- (a) Theoretical understandings of various curriculum designs;
- (b) Process of curriculum construction; and
- (c) Selection, preparation, and effective utilization of educational media, technology, and textbooks to facilitate pupil learning.

(iii) The professional education program shall provide for acquisition of knowledge, skills, attitudes, and values determined essential for effective instructional practices, including at least the following:

- (a) Methods, materials, and technology for teaching curriculum content;
- (b) Teaching of reading in the content area;
- (c) Teaching problem-solving and thinking skills;
- (d) Promoting individual pupil learning in culturally, racially, and socio-economically diverse settings;
- (e) Diagnosing pupil learning needs on both an individual and group basis and prescribing appropriate instructional strategies to address the needs of pupils, including those with exceptionalities and differing learning styles;
- (f) Evaluating pupil learning;
- (g) Applying planning and management skills to instruction, discipline, and behavioral concerns for the purpose of sustaining a positive classroom environment conducive to learning; and
- (h) Communicating and working with pupils, parents, teachers, and other adults to promote mutual understanding and respect.

(iv) The professional education program shall include clinical and field-based experiences that provide for observation and practice, including the evaluation of individual teaching skills. Each student in a certification program for classroom teachers shall participate in field-based experiences in culturally, racially, and socioeconomically diverse settings.

(d) Curriculum content. The curriculum content shall be defined with purposes and objectives, shall be developed with consideration of guidelines set forth by appropriate learned societies and professional organizations, and shall include the semester hours set forth in Chapter 3301-23 of the Administrative Code.

3301-23-05 Provisional high school certificate

The provisional high school certificate, valid for teaching the subject named in such certificate in grades seven to twelve, shall be issued to an individual who holds a baccalaureate degree; who is deemed to be of good moral character; who has successfully completed an approved program of teacher preparation, including an examination prescribed by the state board of education; and who has been recommended by the dean or head of teacher education at an approved institution. The approved program shall provide for the following:

(A) General education. General education shall include a minimum of thirty semester hours well distributed over the humanities, mathematics, natural sciences, and social sciences.

(B) Professional education. Professional education shall include a minimum of twenty-four semester hours of course work and clinical and field-based experiences designed for teaching in grades seven to twelve.

(C) Curriculum content. The curriculum content shall include a minimum of thirty semester hours of course work in a teaching field named in a high school certificate. The teaching fields shall include the following:

[...]

(18) Library/media;

[...]

This rule shall pertain to any individual who is admitted to a certification program at an approved college or university after July 1, 1987. This rule shall also apply to any individual who is admitted to a certification program prior to July 1, 1987, and who completes said program after July 1, 1991.

[...]

3301-23-07 Provisional special certificate for teaching all grades.

The provisional special certificate, valid for teaching the subject named in such certificate

in grades kindergarten to twelve, shall be issued to an individual who holds a baccalaureate degree; who is deemed to be of good moral character; who has successfully completed an approved program of teacher preparation, including an examination prescribed by the state board of education; and who has been recommended by the dean or head of teacher education at an approved institution. The approved program shall provide for the following:

(A) General education. General education shall include a minimum of thirty semester hours well distributed over the humanities, mathematics, natural sciences, and social science.

(B) Professional education. Professional education shall include a minimum of thirty semester hours of course work and clinical and field-based experiences designed for teaching in grades kindergarten to twelve.

(C) Curriculum content. The curriculum content shall include the minimum course work in the teaching field named in a special certificate. The teaching fields shall include the following:

[...]

(7) Library/media--thirty semester hours;

[...]

Division for Teacher Certification
State of Ohio
Department of Education
65 South Front Street, Room 412
Columbus, OH 43266-0308

Division for School Library Media
Carl C. Carter, Consultant for Library Media
Ohio Department of Education and Curriculum
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Columbus, OH 43266-0308
(614) 466-9272

OKLAHOMA

February 1995

Division for Teacher Certification
2500 N. Lincoln Blvd
Oklahoma City, OK 73105

Division for School Library Media
Betty Estes-Rickner, Director
(405) 521-2956
Carol Casey, Coordinator
Jeanie Johnson, Coordinator
2500 N. Lincoln Blvd
Room 215
Oklahoma City, OK 73105-4599

OREGON

February 1995

Basic Teaching License Requirements 584-38-005 [...]

(2) Provide official transcripts from all colleges and universities attended. Transcripts must bear the official seal of the institution and the signature of the registrar and must verify completion of a bachelor's degree.

Notes:

-1-The bachelor's degree must be conferred by an approved teacher education institution unless an approved teacher education institution has accepted the bachelor's degree and signed a Form C-2 recommending for licensure or the applicant has verification of five years of public school teaching. If the applicant has these five years of experience or is recommended by an approved teacher education institution, a bachelor's degree from any college or university will be accepted for purposes of this rule. Experience must be verified by the employing superintendent on the Professional Educational Experience Report Form.

[...]

(5) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and state and local federal statutes prohibiting discrimination. See OAR 584-36-054 for options to demonstrate this knowledge.

[...]

(9) Provide one of the following:

(a) Verification of completion of academic preparation from an approved teacher education institution for one or more of the basic endorsements outlined in OAR 584-38-010 through 584-38-330 and five years of public school teaching in the endorsement on a license valid for the assignment; or

(b) Acceptable scores(s) as set by TSPC on one or more of the National Teacher Exam (NTE) Specialty Area Tests, or other TSPC-approved subject matter test, for the endorsement(s) being requested.

[...]

Professional Preparation for the Basic Teaching License
584-38-008 Thirty-six quarter hours of teacher education designed to develop pedagogical competence, to include:

- (1) Diagnostic and prescriptive techniques;
- (2) Methods in subject matter appropriate for the grade levels of the endorsement;
- (3) Methods in subject reading (six quarter hours for the elementary endorsement and three quarter hours for all subject matter endorsements other than elementary);
- (4) Public school curriculum emphasizing the goals and structure of subject matter taught;
- (5) Foundations of education in a pluralistic society, including federal and state statutes on public education prohibiting discrimination;
- (6) Behavioral foundations emphasizing the educational psychology of individuals and groups served by public schools;
- (7) Classroom management and student discipline;
- (8) Education of exceptional children and/or youth; and
- (9) Student teaching or internship at a grade level authorized with the endorsement(s) being complemented.

Notes:

-1-OAR 584-38-005(3) permits one year of full-time successful teaching experience in public schools on a valid state license to substitute for the student teaching or internship required under section (9) of this rule.

-2-OAR 584-38-005(5) permits out-of-state prepared teachers to demonstrate knowledge of laws prohibiting discrimination through affidavits and workshops.

-3-OAR 584-38-005(8) permits five years of successful teaching experience in public schools on a valid state license to substitute for the preparation required by sections (1) through (9) of this rule with the exception of the requirement to demonstrate knowledge of laws prohibiting discrimination.

Basic Subject Matter Endorsements

Adding Endorsements to Existing Basic and Standard Teaching Licenses

584-38-009 (1) Application for evaluation for basic subject matter endorsements to be added to existing Basic or Standard Teaching Licenses shall be made in one of the following ways:

(a) The applicant must submit transcripts showing completion of the academic requirements for the endorsement from an approved institution together with documentation indicating five years of successful, appropriately assigned teaching in the new endorsement on a license valid for the assignment or experience on an approved misassignment if teaching in Oregon.

(b) The applicant must submit a Preparation for Teaching Report, Form C-2, from an approved teacher education institution and submit a passing score as determined by the Commission on the National Teacher Examination (NTE) in the specialty area test for which the endorsement is being requested.

(c) The applicant must submit a passing score as determined by the Commission on the National Teacher Examination (NTE) in the specialty area test for which the

endorsement is being requested. Verification of an acceptable score shall be done by submitting one of the original test result reports provided the applicant by Educational Testing Service. Passing scores are:

[...]

(H) educational media (10310), 630;

[...]

Basic Educational Media

584-38-080 Twenty-four quarter hours designed to develop competence in educational media, to include:

- (1) Use, design, and production of printed of printed, audiovisual, and electronic forms of educational media;
- (2) Selection and utilization of media to include children's and young adult literature;
- (3) Administration of library media collections; and
- (4) Implementation of a library information skills program.

[...]

Oregon Department of Education
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255 Capital Street NE
Salem, OR 97310-0290

Division for Library Media Services
James W. Sanner, Instructional Technology Specialist
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PENNSYLVANIA
February 1995

Division for Teacher Certification
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Division for Library Media Services
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Evelyn Werner, Coordinator
Susan Barron, Educational Resources
Robert Kline, Educational Resources
Cheryl Harmon, Educational Resources
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PUERTO RICO

February 1995

Department of Education

Library Division

Box 190759

Att: Lydia Santiago

Hato Rey, PR 00919-0759

(809) 753-9191

RHODE ISLAND

February 1995

Requirements for Special Subjects Certificate

This certificate is valid for teaching the special subjects listed below in all grades in the public school of Rhode Island.

I. Provisional Certificate: valid for three (3) years.

A. Bachelor's degree from an accredited or an approved institution of higher education as defined in these regulations.

B. Completion of an approved program, within five (5) years from date of application, designed for the preparation of special subject teachers.

C. Those applicants who have not completed an approved program shall present evidence of a least six semester hours of student teaching in the special subjects field. This student teaching must include placement at both the elementary and secondary levels. The applicant must also present evidence of at least eighteen semester hours of course work to include work in each of the following areas:

Human Growth and Development; Foundations of Education; Methodology (must include at least one course in the Special Subjects field); Measurement and Evaluation; Identification of and Service to Special Needs Students; and the Teaching of Reading in the Content Area.

D. Applicants who have not previously been certified in the State of Rhode Island must take the Core Battery of the National Teacher Exam prior to being certified.

Note: The student teaching requirement may be waived for an applicant who has had two or more documented years of successful teaching experience in the special subject field prior to applying for certification in Rhode Island. Certified teachers who have had two or more years of teaching experience and who seek a special subject certificate may fulfill the student teaching requirement by completing a none-year supervised internship in the special subjects field. After completing the necessary course work for the special subjects certificate, and arranging through the local community for a one-year internship, the individual may request the issuance of a one-year temporary provisional certificate. The Department of Education must approve the internship in advance, and the supervisor must have at least 3 years of teaching experience. The internship must include placement at both the elementary and secondary level. Upon successful completion of the internship, the individual will be issued a three-year provisional certificate.

[E.] Academic Requirements:

[...]

8. Library/Media 36 Semester Hours

[...]

II. Professional Certificate: valid for five (5) years.

A. Completion of six credits while on provisional certification in Rhode Island. Three of the six credits may be approved in-service course work. Three of the six credits must be college credits from an approved institution of higher education as defined in these regulations.

Those individuals issued a provisional certificate who have satisfied course work requirements for a life professional certificate (see section III) are required to complete six (6) credits which may be college credits or approved in-service credits for the issuance of a five-year professional certificate.

B. Three years of documented teaching experience in the special subjects field in Rhode Island while on provisional certification. This teaching experience must be verified by the Superintendent of School or his designee.

Note: This certificate may be renewed every five years upon the completion of nine credits and verification of continued successful experience as a special subject teacher. Six of the nine credits must be on the graduate level, and three of the six graduate credits must be in the special subject area in which the special subject certification is held. Three of the nine credits may be approved in-service course work. The nine semester hour requirement does not apply to individuals who have satisfied course work requirements for a Life Professional Certificate and lack only the experience requirement. These individuals may complete any six (6) college credits or in-service credits for renewal.

Individuals who have not taught for either all or part of the term of the five year professional certificate are entitled to a renewal of this certificate provided they have completed the course requirements stated above. In addition, any teaching experience during the five-year period is to be documented by the Superintendent of School or his designee.

III. Life Professional Certificate: valid for life.

A. Master's degree in the special subject field in which provisional certification is

held from an accredited or an approved institution of higher education, as defined in these regulations, and six (6) years of teaching experience in the special subject field, of which three (3) years must be in Rhode Island.

OR

B. Master's Degree in any field of education from an accredited or an approved institution of higher education, as defined in these regulations, and fifteen (15) semester hours of graduate level course work in the special subject field in which provisional certification is held wither as part of or beyond the Master's Degree in education, and six (6) years of teaching experience in the special subject field, of which three (3) years must be in Rhode Island.

OR

C. Master's Degree in a field other than Education from an accredited or an approved institution of higher education, as defined in these regulations, and 21 semester hours of graduate level course work in the special subject field either as part of or in addition to the Master's Degree, and six (6) years of teaching experience in the special subject field, or which three (3) years must be in Rhode Island.

Individuals who desire to secure certification in a special subject field by means of transcript evaluation will be required to submit evidence that they have completed appropriate special subject course work. The certification Office will publish an updated list annually of special subject course work required for each special subject field. This list of courses will take into consideration the desired distribution and appropriate level of special subject course work which must be completed by individuals desiring to teach in the special subject field(s).

Effective 10/1/85

Course Requirements in the Special Subject Fields for Certification by Transcript Evaluation

[...]

Library/Media

Within the 36 credits for Library/Media certification, the candidate must have courses to include work in each of the following content areas: Introduction to Libraries, Library Administration, Selection and Organization of Library Materials/Equipment (cataloging and classification), Production of Media, Reference Materials, School Library/Media Center, Multi-Media in the Library, and Computer Literacy.

[...]

Division for Teacher Certification
State Department of Education
22 Hays Street
Providence, RI 02908

Division for School Library Media
Richard Latham, Coordinator for Grants Programs
Rhode Island Dept of Education
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Providence, RI 02908

SOUTH CAROLINA

February 1995

Division for Teacher Certification
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801 Rutledge Building
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Division for School Library Media
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South Carolina Department of Education
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SOUTH DAKOTA

February 1995

Requirements for Certification

24:02:01:09. Teaching assignment outside major areas of academic preparation. --Exceptions. Teaching assignments outside major areas of academic preparation require the following minimum preparation:

(16) Eighteen semester hours for a K-12 library media specialist. Library services courses shall be selected as follows:

(a) Library services courses must include the following:

- (i) Cataloging;
- (ii) Book selection;
- (iii) Reference;
- (iv) Library administration;

(b) Other library services courses shall be selected from the following:

- (i) Curriculum materials selection;
- (ii) Children's literature;
- (iii) Young adult literature;
- (iv) Library and society;
- (v) Special library problems;
- (vi) Audiovisual;
- (vii) Readers' guidance and services;
- (viii) Instructional and library technology;

Revised through October 6, 1993

Office of Educational Accountability
700 Governors Drive
Pierre, SD 57501-2291
Office--(605) 773-3533
Fax Number--(605) 773-6139

Division for Teacher Certification
South Dakota State Library
800 Governors Drive
Pierre, SD 57501-2294

Division for School Library Media
Donna Gilliland, School Library Media Coordinator
800 Governors Drive
Pierre, SD 57501-2294
(605) 773-3131

TENNESSEE

February 1995

Librarian (073)

Additional Endorsement

Must have met all requirements for a full Tennessee Teachers License endorsed in a 7-12 or K-12 subject area or in Elementary Grades and must complete a minimum of 27 quarter hours (18 semester hours) including the following areas of study in the field of library service:

1. Books and related materials for children and young people
2. Reference materials
3. Organization of materials
4. School library administration
5. Books and related materials for adults
6. Audio visual materials
7. Principles of librarianship

Division for Teacher Certification

State of Tennessee

Department of Education

Office of Commissioner

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Nashville, TN 37243-0375

Division for School Library Services

Tennessee Department of Education

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TEXAS
February 1995

Division for Teacher Certification
Texas Education Agency
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Austin, TX 78701-1494

Division for School Library Media
Texas Education Agency
1701 N. Congress Ave
Austin, TX 78701-1494
(512) 463-9542

UTAH

February 1995

Certification Requirements for Library Media

A Library Media Certificate (Basic or Standard) is required for the person responsible for management of the library media program and the teaching of the Library Media Skills Core within the school.

The Library Media Certificate (Basic or Standard) permits service at elementary or secondary levels (K-12).

1. Basic Library Media Certificate.

An applicant for the Basic Library Media Certificate must:

- a. hold, or be eligible to hold, a Basic or Standard Early Childhood, Elementary, Secondary, or Special Education Certificate.
- b. have completed an approved program for the preparation of library media professionals which has met the standards for program approval adopted by the State Board of Education.
- c. have demonstrated competence in computer understanding and use.
- d. have been recommended by an institution that has a Utah State Board of Education approved program of preparation in library media.

The Basic Library Media Certificate is issued for four years and may be renewed for an additional [four] years. An individual, employed as a library media specialist/teacher, must manage/teach successfully [bold] in that position for at least two years while holding the Basic Library Media Certificate; otherwise, the certificate will expire and the library [media] specialist/teacher will no longer be eligible to manage a library media program in the state of Utah. A library media specialist/teacher shall not be permitted to manage/teach for more than eight years on the Basic Library Media Certificate without qualifying for the Standard Certificate.

2. Standard Library Media Certificate.

An applicant for the Standard Library Media Certificate must have:

- a. completed at least two years of successful experience under a Basic Library Media Certificate or its equivalent.

b. been recommended by the employing school district with input from a teacher education institution.

The Standard Library Media Certificate is issued for five years and is valid until and unless revoked for cause by the State Board of Education. This certificate will be reissued for a five-year period providing the holder verifies appropriate employment of at least three years during each succeeding five-year interval; otherwise, the certificate must be renewed in accordance with item 2 of the Requirement Standards for Revalidation and Renewal of Certificates.

Persons assigned to serve as district or regional library media coordinators, supervisors, or directors must hold Administrative/Supervisory Certificates. It is highly recommended that these individuals have a Standard Library Media Certificate.

Utah State Board of Education
Teacher Certification
250 East 500 South
Salt Lake City, UT 84111

Division for School Library Media Services
Instructional Services and Curriculum
Sharyl G. Smith, Library Media Education
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Salt Lake City, UT 84111-3284
(801) 538-7789

VERMONT
February 1995

Division for Teacher Certification
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FAX: (802) 828-3146

Division for School Library Media
Leda Schubert
Vermont Department of Education
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VIRGINIA

February 1995

Excerpt for Licensure Regulations for School Personnel
effective July 1, 1993

Library Media NK-12

The applicant seeking an endorsement in library media NK-12 shall complete the following:

A. Library Media: 24 semester hours which includes the following:

1. Professionalism (Experiences shall include the philosophy and objectives of the school library and its increased responsibilities for new services; past and present role of the library media center in the school and the relationship of the school library to all types of libraries, information agencies, and appropriate local, state[,] regional, and national professional organizations and publications.)

2. Communication (Experiences shall include techniques to interpersonal skills needed to communicate effectively with students, staff, administration and the general public.)

3. Collection management (Experiences shall include the application of basic principles critical to the evaluation, selection, and weeding of appropriate media resources; and the acquisition of new and traditional technologies.)

4. Organization (Experiences shall include the description, classification, and subject assignment of materials; and management and automation of library technical operations.)

5. Administration (Experiences shall include the identification, evaluation, planning, and management of a school library media program.)

6. Instructional leadership (Experiences shall include history, development, and content of children's and young adult's media; evaluation, selection, and utilization of media and instructional equipment for children and young adults; teaching media, reference, research, and production skills to enable student use of resources; provision of reference, referral and retrieval service; reading, listening, and viewing guidance; and the role of the library media specialist as a teacher, information specialist, and instructional consultant.)

7. Access (Experience shall include the physical access, intellectual freedom, privacy and the rights of the school library media center users, and the use of computer networks for accessing resources within and outside the school.)

8. Design and production (Experiences shall include the design and production of resources to use in the teaching/learning process.)

B. Supervised practicum experience in a school library media setting. (One year of successful, full-time experience in a school library media setting may be accepted in lieu of the supervised practicum.)

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Virginia Department of Education
P O Box 6Q
Richmond, VA 23216

Division for Library Media Instructional Services
Ida J. Hill, Deputy Superintendent for Student Services
Gloria K. Barber, Library/Media
Randy Agee, Computer Technology
William C. Rodgers, Instructional Technology
Gordon F. Creasy, Instructional Technology
Virginia Department of Education
P O Box 6Q
Richmond, VA 23216
(804) 225-2757

VIRGIN ISLANDS

February 1995

Virgin Islands Department of Education

Division of Media Library Services

Box 6640

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WASHINGTON

February 1995

Adding an Endorsement to an Initial or Endorsed Continuing Certificate

Endorsements are designations on a certificate which identify the grade levels and subject matter area(s) in which an individual is authorized to teach on an initial or an endorsed continuing certificate.

Packets outlining specific requirements for each endorsement listed can be requested by contacting a Washington college/university, educational service district office, or the Professional Education and Certification Office.

The following is a list of available endorsements:[...]

Grades K-12

Learning Resources

[...]

An Additional Endorsement can be Obtained:

1. Through the completion of an approved college/university endorsement program and verification of program completion by the university. In this case, the individual must meet all credit and course requirements outlined by the institution. At the completion of the program, the individual applies to the institution's certification office to add the endorsement.

If the individual is matriculated or enrolled at a college/university, that institution may assist the applicant in adding endorsements for which he/she is eligible but which were not completed at that institution.

2. Endorsements may also be added by meeting state minimum requirements. Applications are available through any ESD office or the Professional Education and Certification Office of the Office of Superintendent of Public Instruction.

General Information for Adding Endorsements:

*Upon completion of the necessary coursework, the individual submits the application for the endorsement, the necessary supporting documentation, and the appropriate fee payment to an educational service district (ESD) office; the ESD office will receipt the check and forward the materials to the Professional Education and Certification Office for processing.

*An individual requesting his/her first Washington initial or continuing certificate will be granted one endorsement (usually the individual's major area of preparation) for the regular certification fee (see fee payment schedule). An additional endorsement fee will be charged for each endorsement a person requests beyond the one granted for the regular certification fee.

*Coursework must be taken from a four-year regionally accredited university or a regionally accredited community college. Lower division postgraduate study will be acceptable toward the requirements for a continuing certificate only if that coursework is used to obtain an additional endorsement.

*Individuals must earn a grade of "C" (2.0) or better in each course taken if a letter grade is assigned. Coursework taken on a pass/fail or credit/no credit basis is also acceptable so long as the individual passes or is awarded credit for the course. There is no limit to the number [of] courses which can be taken pass/fail or by correspondence.

*Education methodology or techniques of instruction courses, unless specifically required by the endorsement, cannot be counted as part of the academic coursework requirement. Student teaching cannot be counted as part of the academic study requirements (WAC 180-79-086).

*Essential areas of study--An individual's coursework must include all of the essential areas of study identified for each endorsement. If the essential area of study is not named as part of the course title and you wish to use that course to meet an essential area of study, you will need to submit verification of course content. Verification may be (1) a copy of the course catalog description, (2) an inservice description of the course, (3) syllabus description or (4) a letter from the professor or head of the department describing the course content.

3/92

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Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

Division of School Library Media
Old Capitol Building
Gayle D. Pauley, Supervisor
Learning Resources

Olympia, WA 98504-7200
(206) 753-2858

WEST VIRGINIA

February 1995

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Division of School Library Media
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West Virginia Department of Education
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WISCONSIN

February 1995

Division of Teacher Certification
Wisconsin Department of Public Instruction
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Peter Burke (608) 266-1879
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P O Box 7841
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Bureau for Instructional Media and Technology
Carolyn Winters Folke, Bureau Chief
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Bill Wilson
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WYOMING

February 1995

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Division for Library Media Services
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(307) 777-6226
Steve King, Instructional Technology

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