New Business Item 11-52
App. 4/27/12

TITLE: Acceptance of School Librarian Performance Standards Review Panel and Approval of School Librarian Performance Standards

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The Hawaii Teacher Standards Board accepts the attached School Librarian Performance Standards Review Panel and approves the panels' revisions to the Hawai'i School Librarian Performance Standards which were adopted by the Board in NBI 11-26 on October 28, 2011.

Hawaii State Approved Teacher Education Programs shall incorporate the Hawai'i School Librarian Performance Standards into their programs no later than July 1, 2013.

The new standards will replace the existing School Librarian Performance Standards in the license renewal process by July 1, 2013.

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committee

Hawaii Teacher Standards Board
Report of Hawai'i School Librarian Performance Standards Review Panel

Panelists:

Dr. Violet Harada, Professor of Library and Information Science, Department of Information and Computer Sciences, University of Hawaii-Manoa;
Julie Kiwa Tomomitsu, Librarian, Farrington High School;
Audrey Okemura, Librarian, Pearl City High School;
Sandra Yamamoto, Librarian, Kapolei High School;
Christine Kapololu, Librarian, Keaukaha School
Carolyn Gyuran, Educational Specialist, HTSB

Meeting dates: March 6, 2012, March 8, 2012

Workgroup Charge:

New Business Item 11-26 , approved 10/28/11 :

The Hawaii Teacher Standards Board approves the attached Hawai'i School Librarian Performance Standards and directs the Executive Director to form a review panel of licensed school librarians, Hawaii SATE school librarian preparation faculty and other stakeholders, and to report recommendations from this panel back to the Board no later than May 30, 2012 for final adoption.

History

ALA/AASL Standards for Initial Preparation of School Librarians (2010)
Approved by Specialty Areas Studies Board (SASB) of the National Council for Accreditation of Teacher Education (NCATE), October 24, 2010

The ALA/AASL Standards for Initial Preparation of School Librarians apply to all master's programs that prepare candidates to develop and manage library and information services in a PreK-12 setting, regardless of degree name or professional title. "School librarian" is the official professional title adopted by the American Association of School Librarians (AASL) and the American Library Association. Other titles include, but are not limited to, "school library media specialist," "teacher librarian," "library information specialist," and "media coordinator."

As the revised 2010 standards were developed, extensive use was made of the professional knowledge base within the field, including empirical research, disciplined inquiry, informed theory, and wisdom of practice. AASL used multiple means to gather input from various constituencies including distribution of drafts

to professional listservs, open hearings at professional conferences, and Web-based surveys. Constituencies from whom input was solicited included practitioners, supervisors at the district and state levels, higher education faculty, state education agencies, students in school librarianship programs, and other Specialty Professional Associations.

The revised 2010 program standards consist of five standards, each with four elements. All concepts found within the elements are reflected in the standards.

The standards address the most critical topics necessary to prepare entry-level school librarians for the work that they do in schools and to provide a foundation for continued excellence throughout their careers. Each standard is based on the knowledge and skills needed by school librarians to develop a student-centered school library program.

Immediately following each of the standards and its rubric is a narrative summary of research in support of that particular standard, followed by references cited. References are included at the end of each standard, rather than at the end of the entire document, to make them more accessible and useful to educators.

Panel Discussion

Throughout entire document change the word “Candidate” to “School librarian.”

Consensus was reached for each question on all 10 of the standards.

Changes were made to the standards to ensure that all librarians can achieve them within all grade levels.

Each standard was reviewed to see if evidence could be provided for meeting the standard and elements.

Some elements were shortened to make them more readable.

Hawai'i Librarian Performance Standards Review Panel Recommendations:

The Hawai'i Teacher Standards Board should adopt the attached “Hawai'i School Librarian Performance Standards” modified form of the original ALA/AASL standards.

The “Hawai'i School Librarian Performance Standards” should be used by librarians as verification of satisfying standards for the Hawai'i Teacher Standards Board for school librarian preparation, licensure, and license renewal.

See attached list of standards.

Hawai'i School Librarian Performance Standards

Revised March 8, 2012

***Adopted from the American Library Association (ALA) American Association of School Librarians (AASL)**

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Standard 1: Teaching for Learning

School librarians are effective teachers who demonstrate knowledge of learners and learning. They model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. They design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

Elements

1.1 Knowledge of learners and learning

School librarians demonstrate knowledge of learning styles, stages of human growth and development, and cultural influences on learning. They assess learner needs and design instruction that reflect best practices in teaching. They support the learning of various members of the educational community including those with diverse learning styles, physical and intellectual abilities and needs. School Librarians base instruction on-interests and needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher

School librarians implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. They use a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. They document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner

School librarians model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. They participate in

curriculum development, engage in school improvement processes, and offer professional development to various members of the educational community as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards
School librarians advocate for twenty-first century literacy skills to support the learning needs of the school community. They collaborate with other teachers to plan and implement instruction based on ~~of~~ the AASL *Standards for the 21st-Century Learner* and curriculum standards. They employ strategies to integrate multiple literacies with content curriculum. School librarians integrate the use of technologies as a means for effective and creative teaching and to support PreK-12 students' conceptual understanding, critical thinking and creative processes.

Standard 2: Literacy and Reading

School librarians promote reading for learning, personal growth, and enjoyment. They use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Elements

2.1 Literature
School librarians are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion
School librarians use a variety of strategies to promote reading for learning, personal growth, and enjoyment.

2.3 Respect for diversity
School librarians develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of PreK-12 students and their communities.

2.4 Literacy strategies
School librarians collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure PreK-12 students are able to create meaning from text.

Standard 3: Information and Knowledge

School librarians model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. They provide a variety of information sources and services that support the needs of the diverse learning community. They use a variety of research strategies to generate knowledge to improve practice in school libraries.

Elements

3.1 Efficient and ethical information-seeking behavior

School librarians identify and provide support for diverse student information needs. They model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. They collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information
School librarians support flexible, open access for library services. They develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. They facilitate access to information in print, non-print, and digital formats. They model and communicate the legal and ethical codes of the profession.

3.3 Information technology
School librarians design and adapt relevant learning experiences that engage students in the use of digital tools and resources. They model and facilitate the effective use of digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a global society.

3.4 Research and knowledge creation
School librarians use evidence-based, action research to collect data. They interpret and use data to create and share new knowledge to support and improve practice in school libraries.

Standard 4: Advocacy and Leadership

School librarians advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. They are committed to continuous learning and professional growth and lead professional development activities for other educators. They provide leadership by articulating ways in which school libraries contribute to student achievement.

Elements
4.1. Networking with the library community
School librarians participate and collaborate as members of a social and intellectual network of learners. They establish partnerships with other libraries for resource sharing and networking.

4.2 Professional development
School librarians model a strong commitment to the profession by participating in professional growth and leadership opportunities through joining library associations, participating in professional conferences, reading professional publications, and exploring Internet resources. They plan for ongoing professional growth.

4.3 Leadership
School librarians articulate the roles and relationships of the library program's support of student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, They communicate ways in which the library program can enhance school improvement efforts.

4.4 Advocacy
School librarians identify stakeholders within and outside the school community who impact the school library program. They use a range of strategies to advocate for school library and information programs, for resources, and for services.

Standard 5: Program Management and Administration

School librarians plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program and the school according to the ethics and principles of library science, education, management, and administration.

Elements

5.1 Collections and Information Access
School librarians evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality program of information access designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. They organize school library collections according to current library cataloging and classification principles and standards.

5.2 Professional Ethics
School librarians practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. They educate the school community on the ethical use of information and ideas.

5.3 Personnel, Funding, and Facilities
School librarians apply best practices related to planning, budgeting, and evaluating human, information, and physical resources.-They organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. They develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

5.4 Strategic planning and assessment
School librarians communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. They make effective use of data and information to assess how the library program addresses the needs of their diverse communities.