

# Program Report for the Preparation of School Librarians American Library Association/American Association of School Librarians (ALA/AASL) Option A

NOTE: This form uses the ALA/AASL standards approved by NCATE in 2010. Programs have the option to use either the 2002 or 2010 standards for reports submitted through Spring 2012. Beginning in Fall 2012 ALL programs must use the new standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### Institution Name

Sam Houston State University

### State

Texas

### Date submitted

MM DD YYYY

09 / 15 / 2012

### Report Preparer's Information:

Name of Preparer:

Dr. Rosemary Chance

Phone: Ext.

(936) 294-4740

E-mail:

rx001@shsu.edu

### NCATE Coordinator's Information:

Name:

Dr. Marilyn M. Butler

Phone: Ext.

(936) 294-1956

E-mail:

accreditation@shsu.edu

### Name of institution's program

Library Science

### NCATE Category

School Library Media Specialist

### Grade levels<sup>(1)</sup> for which candidates are being prepared

EC-12

(1) e.g. K-6, K-12, 7-12

### Program Type

Other School Personnel

Unspecified

### Degree or award level

Baccalaureate

Post Baccalaureate

Master's

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

**Is this program offered at more than one site?**

- Yes
- No

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

**Title of the state license for which candidates are prepared**

**Program report status:**

- Initial Review
- Response to one of the following decisions: Further Development Required or Recognition with Probation
- Response to National Recognition with Conditions

**Is your unit seeking**

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

**State Licensure requirement for national recognition:**

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

- Yes
- No

## SECTION I - CONTEXT

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

The Master of Library Science degree at Sam Houston State University (SHSU) is designed for public school teachers in grades K-12. The Department of Library Science (DOLS) is a department within the College of Education (COE), one of six colleges that comprise Sam Houston State University. The COE mission states "through excellent instruction, research and public service, the COE provides candidates with opportunities to develop knowledge, skills, strategies and experiences which allow them to serve in diverse roles and function productively in society."

SHSU, located in Huntsville, Texas, serves one of the most diverse populations of any educational institution in the state. The university is committed to the development of its creative resources so that it can adapt to the changing educational needs of its constituency while maintaining the highest quality in the traditional curricula. With a rich history and tradition of commitment to the preparation of teachers and professional educators (since 1879), the university has indeed responded to dramatic and, at times, fairly rapid changes in the needs of its student populations and surrounding community.

Graduates of our Master of Library Science program are prepared to manage school library media centers, collaborate with members of a learning community, encourage reading, teach information literacy skills, implement technology appropriately, and much more. School librarians in Texas are required to earn School Librarian certification. Once candidates have completed 24 hours of required coursework, they are eligible to take the Texas licensure examination for the School Librarian.

The Texas State Board for Educator Certification (SBEC) mandates minimum requirements for a school librarian certificate, as follows:

- a. A baccalaureate degree from an accredited institution of higher learning
- b. Two school years of classroom teaching experience from a public or accredited private school
- c. A university curriculum tied to six State standards – learner-centered teaching and learning, learner-centered library program leadership and management, learner-centered technology and information access, learner-centered connections to the community, and learner-centered information science and librarianship.
- d. Structured field-based training focused on actual experiences with each of the six Texas standards identified above and to include actual library experiences with diverse types of students, grade levels, and campuses.
- e. A passing score on the Texas Examination of Educator Standards (TExES) for the School Librarian certificate.

In the Department of Library Science, a 24-hour curriculum plus a three-hour course in library internship (LSSL 5366) are required for school librarian certification.

The Texas State Board for Educator Certification has developed standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for Texas Examinations of Educator Standards (TExES). This standards-based system reflects SBEC's commitment to help align Texas education from kindergarten through college. SBEC's role in this K-16 initiative ensures that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

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

The Master of Library Science (MLS) is a 36-hour degree program that provides for the principles and procedures common to libraries and information centers. The primary mission of the Department of Library Science is the preparation of school librarians for grades P-12. Major field experience in the program consists of one three-hour course, LSSL 5366 Library Internship. In the internship course candidates engage in 130 hours of supervised practice in a school library under the direction of an experienced school librarian, preferably one who has earned a master's degree in library science and has worked as a school librarian for at least three years. An internship course is a required component of certification for Texas school librarians and follows the completion of seven core courses:

- LSSL 5330 Collection Development
- LSSL 5332 Organization of Collections
- LSSL 5334 Information Services and Resources
- LSSL 5337 School Library Administration
- LSSL 5360 Literature for Children
- LSSL 5370 Instructional Design and Library Media Production
- LSSL 5385 Literature for Young Adults

Candidates enrolled in Library Internship are assessed by a supervising librarian and by a supervising professor, who visits the candidate once during the semester at the internship school. A visit is scheduled in the candidate's internship school after completion of 100 hours, documented through journal entries submitted to the supervising professor. Candidates are expected to experience a wide range of school library activities, including teaching a collaborative lesson in information literacy with a classroom teacher as a partner. Assessments of interns consist of the following requirements:

- a. Collaborative information literacy lesson (Assessment #5) focuses on librarian-teacher collaboration and impact on student learning.
- b. Assessment checklist of AASL Standards 2010, including twenty elements, is completed by each intern's supervising librarian (Assessment #4) through the College of Education (COE) Tk20 data collection program.
- c. Journal entries for 130 hours in a school library require a course template and a chart based upon twenty elements of AASL Standards 2010 and assessed by the intern's supervising professor (Assessment #4).
- d. Participation in two online chats with classmates enrolled in the same course section is required. The first chat is an informational one at the beginning of the semester; the second chat is a group sharing session of internship experiences.
- e. Completion of Dispositions and Diversity Proficiencies instrument is required by candidates three times during their program. Candidates enter evidence of their field experiences as educators during LSSL 5370, their initial course; during LSSL 5337, their mid-program course; and during LSSL 5366, a culminating course and a course that offers opportunities to expand their teaching and librarianship experiences.

In Texas, candidates who are hired into a school library position before completing a master's degree, may substitute one documented year as a school librarian in place of LSSL 5366 Library Internship.

Other library science courses include brief field experiences:

LSSL 5337 School Library Administration – Program Administration Project (Assessment #3) is a required project includes five assignments: School Library Budget Request, School Library Facility Report and Floor Plan, Five-Year Long-Range Plan, School Library Assessment, and Policy and Procedures Manual. Candidates must analyze a school library's facility and administrative tasks by visiting a school library and consulting with a school librarian to complete aspects of each assignment.

LSSL 5385 Literature for Young Adults – Reaching Youthful Readers (Assessment #6) requires candidates to visit a book store to analyze displays and offerings for young adults, and candidates must participate in three social networks for promoting reading.

**3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

SHSU Library Science Course Descriptions

See **Attachments** panel below.

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

Library Science Transition Point Assessment Chart

DDP Assessment - Candidate Dispositions and Diversity Proficiencies and Data Table

See **Attachments** panel below.

### Candidate Information

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

| Program:<br>Program Preparation for School Librarians - Master of Library Science<br>* the number excludes summer enrollment and completers |   |  |
|---|---|--|
| Academic Year   | # of Candidates Enrolled in the Program | # of Program Completers <sup>(2)</sup> |
| 2009-2010   | 390                                     | 72                                     |
| 2010-2011   | 429                                     | 76                                     |
| 2011-2012   | 372*                                    | 83*                                    |

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

### Faculty Information

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

|  |  |
|--|--|
| Faculty Member Name  | Bell, Dr. Mary Ann   |
| Highest Degree, Field, & University <sup>(3)</sup>   | EdD, Curriculum and Instruction, Baylor University   |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>   | Teaching; Department Chair, 2008-2011; Department Assistant Chair, 2011-2012   |
| Faculty Rank <sup>(5)</sup>  | Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Bell, M. (2011). Native knowledge: Knowing what they know...and learning how to teach them the rest. <i>Dancing with Digital Natives: Staying in Step with the Generation that is Transforming the Way Business is Done</i> . Medford, NJ: Information Today Press. Bell, M. (2011, August/September). Terrific tried and true techie teachers! <i>Internet@School</i> . President of TCEA (Texas Computer Education Association) for 2009 and 2011. |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>   | Texas Teaching Certificate, 6-12; Texas School Librarian Certificate, K-12   |

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| Faculty Member Name  | Chance, Dr. Rosemary   |
| Highest Degree, Field, & University <sup>(3)</sup>   | PhD, Library Science, Texas Woman s University   |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>   | Teaching, SPA Report Writer and Program Coordinator  |
| Faculty Rank <sup>(5)</sup>  | Associate Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Chance, R. & Sheneman, L. (2012). <i>Crash course in family literacy programs</i> . Westport, CT: Libraries Unlimited. Chance, R. (2011, December). <i>Adult audiobooks for teen girls on the brink of womanhood</i> , <i>Voice of Youth Advocates</i> . ALSC/ALA Notable Children's Books Committee, 2012 and 2013. |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>   | Library internship supervising professor during 2010-2012 in P-12 schools in San Antonio and Fort Worth, Texas areas. Texas certifications: Professional All-Level – Learning Resource Specialist  |

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| Faculty Member Name  | Fountain, Dr. Joanna   |
| Highest Degree, Field, & University <sup>(3)</sup>   | PhD, Library Science, Texas Woman s University   |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>   | Teaching Faculty   |
| Faculty Rank <sup>(5)</sup>  | Assistant Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Fountain, J. F. (2012). <i>Subject headings for school and public libraries, bilingual fourth edition</i> . Libraries Unlimited. Participation in the Pan American Round Table of Austin (Diversity activity) Convener, "Stars of Texas" providing volunteer database management of "SchoolCat," Texas' P-12 union catalog |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>   | Library internship supervising professor in P-12 schools in Texas, Spring 2012.  |

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| Faculty Member Name  | Hoffman, Dr. Frank   |
| Highest Degree, Field, & University <sup>(3)</sup>   | PhD, Library Science, University of Pittsburgh   |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>   | Teaching Faculty   |
| Faculty Rank <sup>(5)</sup>  | Retired professor, half-time faculty   |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Hoffman, F. (2012). <i>American popular music: Rhythm &amp; blues, rap, and hip-hop</i> . 2nd ed. New York: Facts on File. Chair, Department of Library Science Faculty Promotion, Tenure & Post-Tenure Review Committee, 2005-2010. |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>   | Library internship supervising professor in P-12 schools in Texas, Spring 2012.  |

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| Faculty Member Name  | Kuon (Valore), Dr. Tricia   |
| Highest Degree, Field, & University <sup>(3)</sup>   | PhD, Library Science, University of Wyoming   |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>   | Teaching; Coordinator of department's annual children's and young adult book festival, the Jan Paris Bookfest, 2012   |
| Faculty Rank <sup>(5)</sup>  | Assistant professor   |
| Tenure Track   | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Grant: Co-Investigator, "South Texas Project for School Librarians," Institute of Museum and Library Services Laura Bush 21st Century Program Grant, 2009-2011. Presentation: "Administrator Perceptions Versus Librarian Realities," American Association of School Librarians 15th National Conference and Exhibition, October, 2011, Minneapolis, Minnesota. |
| Teaching or other professional experience  | Internship supervision, elementary school teacher one year, school library media specialist four years, Texas School Librarian Certificate Librarian at Heritage Elementary School in Keller ISD, Fort Worth, Texas, 2003-2006. Wyoming   |

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|--------------------------------|--|
| in P-12 schools <sup>(9)</sup> | School Librarian Certificate Wyoming Teaching Certificate, Grades PreK-6 |
|--------------------------------|--|

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|---|--|
| Faculty Member Name   | Lesesne, Dr. Teri  |
| Highest Degree, Field, & University <sup>(3)</sup>  | EdD; Language, Literature and Reading; University of Houston   |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>  | Teaching; Chair, Department of Library Science Faculty Promotion, Tenure & Post-Tenure Review Committee, 2011-2012   |
| Faculty Rank <sup>(5)</sup>   | Professor  |
| Tenure Track  | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Executive Director of ALAN (National Council of Teachers of English) Lesesne, T. (2010). Reading ladders. Boynton Cook. Chair, Odyssey Committee, 2012 (ALA/YALSA) |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>  | Inservice training Texas Secondary Teaching Certificate (lifetime)   |

|   |   |
|---|---|
| Faculty Member Name   | VanHamersveld, Dr. Chris  |
| Highest Degree, Field, & University <sup>(3)</sup>  | PhD, Education Leadership K-12, Capella University  |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>  | Teaching Faculty  |
| Faculty Rank <sup>(5)</sup>   | Adjunct Faculty   |
| Tenure Track  | <input type="checkbox"/> YES  |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Program Director for Library Media Services, Aldine ISD, Houston, Texas, 2000 to present. Responsible for opening a total of 14 school libraries, including 4 within the last 3 years. Superintendent's Instructional Technology Committee, 2010-2011 |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>  | Inservice training Texas Principal Certificate Texas Learning Resources Endorsement Texas Teaching Certificate  |

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| Faculty Member Name   | Weimar, Dr. Holly   |
| Highest Degree, Field, & University <sup>(3)</sup>  | EdD, Curriculum and Instruction, University of Houston  |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>  | Teaching; Acting Chair, 2011-2012; Internship Coordinator, 2011-2012  |
| Faculty Rank <sup>(5)</sup>   | Assistant Professor   |
| Tenure Track  | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Weimar, H. (2012). What does research tell us about family literacy? In R. Chance & L. Sheneman, Crash course in family literacy programs. Santa Barbara, CA: Libraries Unlimited. Kuon, T., & Weimar, H. (2009). Wake up Sleeping Beauty: Strong heroines for today's youngest of women. Advancing Women in Leadership Journal, <a href="http://advancingwomen.com/awl/awl_wordpress/">http://advancingwomen.com/awl/awl_wordpress/</a> Principal Investigator, Institute of Museum and Library Services Laura Bush 21st Century Program Grant, 2010-2012. |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>  | 1994 – 2004 Tomball Independent School District, Tomball, Texas. Positions: School librarian, Kindergarten teacher, English as a Second Language teacher, Full-time substitute (1/2 year or more) for Homebound and first grade. Library internship supervising professor in P-12 schools in Texas, 2011-2012. Texas Learning Resources Endorsement (Grades PK-12)  |

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|---|---|
| Faculty Member Name   | Maria Magdalena Aguilar-Crandall  |
| Highest Degree, Field, & University <sup>(3)</sup>  | Ed.D. in Curriculum and Instruction from the University of Houston  |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>  | Teaching  |
| Faculty Rank <sup>(5)</sup>   | Adjunct professor   |
| Tenure Track  | <input type="checkbox"/> YES  |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Aguilar-Crandall, M., & Sutterby, J. (2011). Professional development: Change we can believe in. In J. Sutterby (Ed.) The Early Childhood Educator Professional Development Grant: Research and Practice. Advances in Early Education and Day Care Volume 15 pp. 155-173. London: Emerald. Chance, R., Sheneman, L., Aguilar-Crandall, M., & Sutterby, J. (2012). What is special about bilingual/multilingual family literacy. In R. Chance & L. Sheneman (Eds.) Crash Course in Family Literacy Programs, pp.87- 101. Santa Barbara, CA: Libraries Unlimited. Sutterby, S., Sutterby, J., & Aguilar Crandall, M. (2010, November). Selecting High-Quality Children's Literature for Latin American and Caribbean Children. Presented at the National Association for the Education of Young Children. |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>  | School librarian in Brownsville ISD, Texas, from 2009-2012 Texas certifications (Validity Lifetime): Reading-Specialist (Grades P-12), Elementary Self-Contained, Hearing Impaired (Grades P-12), Learning Resource Endorsement (Grades P-12), Early Childhood Education (Grades P-K)   |

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|--|---|
| Faculty Member Name  | Mary Berry  |
| Highest Degree, Field, & University <sup>(3)</sup>                 | Ph.D. in Library Science, University of North Texas |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup> | Teaching  |
| Faculty Rank <sup>(5)</sup>  | Adjunct Professor Retired professor                 |
| Tenure Track   | <input checked="" type="checkbox"/> YES             |

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| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Chair, AASL/NCATE Coordinating Committee, 2012-2013 Presentation: "A Reviewer's Perspective" ALA Midwinter, Houston, Texas, January 2, 2012. AASL/NCATE Program SPA Report Reviewer for East Carolina University, March 12, 2012. |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>   | Library internship supervising professor for P-12 schools in Texas, 2010-2011   |

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|--|--|
| Faculty Member Name  | Jennifer Crispin   |
| Highest Degree, Field, & University <sup>(3)</sup>   | Ph.D. in Information Science and Learning Technologies (Library Science), University of Missouri-Columbia  |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>   | Teaching   |
| Faculty Rank <sup>(5)</sup>  | Assistant Professor  |
| Tenure Track   | <input checked="" type="checkbox"/> YES  |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Recipient of Beta Phi Mu Eugene Garfield Doctoral Dissertation Fellowship, 2009 Gerber, H., Lesesne, T.S., & Crispin, J. (2012, Spring/Summer). Making the familiar strange and the strange familiar: Using New Literacies to Promote Lifelong Learning. English in Texas. Presentation: Negotiating the social organization of school library work. International Association of School Librarians. Abano Terme, Italy. September 2009. |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>   | Practicum student in Jefferson City Public Schools, Missouri, Fall 2006. Field experience, pre-service teacher, Columbia Public Schools, Missouri, seventh grade language arts, Fall 2007.   |

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|--|---|
| Faculty Member Name  | Karin Perry   |
| Highest Degree, Field, & University <sup>(3)</sup>   | Ph.D. in Instructional Leadership and Academic Curriculum – English Education, University of Oklahoma   |
| Assignment: Indicate the role of the faculty member <sup>(4)</sup>   | Teaching  |
| Faculty Rank <sup>(5)</sup>  | Assistant Professor   |
| Tenure Track   | <input checked="" type="checkbox"/> YES   |
| Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup> | Perry, K. M., & Krieger, C. M. (2010, May). Collaboration in young adult literature: Examples and practical applications. English Journal. ALAN (Assembly on Literature for Adolescents), National Council of Teachers of English, Membership Secretary, 2011-2012. Perry, K. (2012). The author visit that should have been. True Stories of Censorship Battles in America's Libraries. Chicago: American Library Association. |
| Teaching or other professional experience in P-12 schools <sup>(9)</sup>   | Library internship supervising professor in P-12 schools in Texas, Spring 2012. National Board Certification (LM/ECYA)  |

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(4) e.g., faculty, clinical supervisor, department chair, administrator

(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ALA/AASL standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

### Please provide following assessment information (Response limited to 250 characters each field)

| Type and Number of Assessment   | Name of Assessment <sup>(10)</sup> | Type or Form of Assessment <sup>(11)</sup> | When the Assessment Is Administered <sup>(12)</sup> |
|---|------------------------------------|--|---|
| Assessment #1:<br>Licensure assessment, or other content-based assessment (required)              | TEXES                              | State Licensure Test                       | Completion of the program                           |
| Assessment #2:<br>Assessment of content knowledge in the field of school librarianship (required) | Electronic Portfolio               | Live Binder/Reflection                     | Completion of required courses                      |
| Assessment #3:<br>Assessment of candidate ability to plan to meet program needs (required)        | Program Administration Project     | Project                                    | LSSL 5337 – School Library Administration           |



**Standard 4: Advocacy and Leadership.** Candidates 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. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

|  | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|--|----|----|----|----|----|----|----|----|
| 4.1. Networking with the library community |    |    |    |    |    |    |    |    |
| 4.2 Professional development               |    |    |    |    |    |    |    |    |
| 4.3 Leadership                             | b  | b  | e  | b  | e  | e  | e  | b  |
| 4.4 Advocacy                               |    |    |    |    |    |    |    |    |

**Standard 5: Program Management and Administration.** Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

|  | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|--|----|----|----|----|----|----|----|----|
| 5.1 Collections                        |    |    |    |    |    |    |    |    |
| 5.2 Professional ethics                |    |    |    |    |    |    |    |    |
| 5.3 Personnel, funding, and facilities | b  | b  | b  | b  | e  | b  | e  | e  |
| 5.4 Strategic planning and assessment  |    |    |    |    |    |    |    |    |

## SECTION IV - EVIDENCE FOR MEETING STANDARDS

**DIRECTIONS:** The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE's unit Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- A brief description of the assessment and its use in the program (one sentence may be sufficient);
  - A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
  - A brief analysis of the data findings;
  - An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- The scoring guide for the assessment; and
- Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment 4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above), and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

Please name files as directed in the Guidelines for Preparing an NCATE Program Report found on the NCATE web site at the following URL:

<http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/HowtoPrepareProgramReports/tabid/450/Default.aspx>

1. State licensure tests or professional examinations of content knowledge. ALA/AASL standards addressed in this entry could include any or all of standards 1-5. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge (Answer Required)



Provide assessment information as outlined in the directions for Section IV

|  |
|--|
| Assessment #1: TExES Alignment to AASL Standards Chart |
|--|

See **Attachments** panel below.

**2. Assessment of content knowledge in the field of school librarianship. ALA/AASL standards addressed in this assessment could include any or all of standards 1-5. Examples of assessments include comprehensive examinations, GPAs or grades, portfolio tasks,<sup>16</sup> comprehensive projects, or collaborative instruction (including staff development). (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

|   |   |
|---|---|
| Assessment #2 - Electronic Portfolio - Rich Description of Assessment | Assessment #2 Evidence for Meeting the Standard |
| Assessment #2 Rubric Content Knowledge - Library Media                |   |

See **Attachments** panel below.

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

**3. Assessment that demonstrates candidates can effectively plan to meet the needs of the school librarianship program. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-5. Examples of assessments include comprehensive planning activities (grants, website development, budget, collection development, program evaluation). (Answer Required)**

Provide assessment information as outlined in the directions for Section IV.

|   |  |
|---|--|
| Assessment #3 Rubric - Program Administration Project | Assessment #3 Program Administration Project |
| Assessment #3 Evidence for Meeting the Standard       |  |

See **Attachments** panel below.

**4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-5. The assessment instrument used in the internship or other clinical experiences (practicum, field experience, etc.) should be submitted. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

|   |  |
|---|--|
| Assessment #4 Library Internship                                | Assessment #4 Library Internship Description |
| Assessment #4: Assessment Rubric LSSL 5366 - Library Internship |  |

See **Attachments** panel below.

**5. Assessment that demonstrates candidate effects on the creation of supportive learning environments for student learning. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-4. Examples of assessments include those based on student work samples, portfolio tasks, and collaborative instruction. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

|   |  |
|---|--|
| Assessment #5 Description - Collaborative Information Literacy Lesson | Assessment #5 Rubric - Collaborative Information Literacy Lesson |
| Assessment #5 Collaborative Informaiton Literacy Lesson               |  |

See **Attachments** panel below.

**6. Additional assessment that addresses ALA/AASL standards. (Answer Required)**

Provide assessment information as outlined in the directions for Section IV

|  |
|--|
| Assessment #6 - Description, Rubric and Data |
|--|

See **Attachments** panel below.

**7. Additional assessment that addresses ALA/AASL standards. (Optional)**

Provide assessment information as outlined in the directions for Section IV

Assessment #7 Description, Rubric, and Data

See **Attachments** panel below.

#### 8. Additional assessment that addresses ALA/AASL standards. (Optional)

Provide assessment information as outlined in the directions for Section IV

Assessment #8 - Description, Rubric, and Data Table

See **Attachments** panel below.

### SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Department of Library Science, Sam Houston State University

The faculty continuously assesses the MLS program based upon the mission of the university, the mission and conceptual framework of the College of Education, and the mission of the Department of Library Science. The faculty meets bi-monthly during fall and spring semesters providing time to examine results of each semester's key assessments, to review student feedback through course evaluations, and to discuss ways to improve the MLS program. The faculty strives to offer the best education possible for classroom teachers on their journey to becoming certified school librarians.

A major improvement since the 2009 SPA Report was reviewed is the use of Tk20 as a data collection program. At the time the 2009 SPA Report was submitted the College of Education was poised to fully implement the Tk20 program. Using Tk20 to specifically assess standards, elements, and sub-elements has given the department the opportunity to pinpoint strengths of the LS program and areas that need improvement.

Overall, a shift in ALA/AASL Standards from four to five standards with more emphasis on student achievement, impact on student learning, reading strategies, ethics, and advocacy and leadership, compelled faculty to review areas of overlap in courses and a few areas that were not being addressed sufficiently, mainly advocacy and leadership. Additionally, a major change prompted by attention to key assessments in the 2009 SPA Report lead the department to develop graduate seminars for introducing and disseminating information about the program. Graduate seminars were held on Friday nights, an inconvenient time for some candidates to attend. Beginning in 2010 the seminars were integrated into LSSL 5370 as part of the course. The switch has prompted the department to apply for a change in the title of the course to Introduction to School Librarianship to more accurately reflect the course's content.

**CONTENT KNOWLEDGE:** Four assessments provide evidence of content knowledge: TExES, the licensure test; an electronic portfolio; a youth literature project; and an information technology project. The faculty has discussed all four assessments and has made adjustments either to the assessment itself or to course material. The TExES deserves a special explanation. In 2005-2006 and in 2006-2007 academic years, candidate pass rate was an impressive 100% each year. In 2007-2008, candidate pass rate was 95%; in 2008-2009 candidate pass rate was 98%. For 2009-2010 and 2010-2011 candidate pass rate was 93%. While the later pass rates have not been 100%, the pass rates are good. The faculty was surprised by the drop in pass rates and searched for explanations since the test itself had not changed. There are three possible reasons for this change: 1) AASL 21st century learner standards replaced the previous standards described in Information Power. The Texas licensure test did not change to reflect the new standards, but LSSL 5337 School Library Administration course dropped Information Power as a required text and replaced it with Empowering Learners. Upon realizing this lack of updating in the Texas test, the faculty recommends Information Power as a knowledge resource early in the MLS program and as a review resource for the TExES. 2) A large percentage of our candidates are second language learners who speak Spanish as their first language. Some of these candidates struggle with reading accurately and writing clearly, possible barriers to their testing abilities. 3) The department administered two Laura Bush grants for 60 candidates in the Rio Grande Valley of Texas. Additionally, with support from the university our department was able to offer 250 scholarships. These additional candidates expanded our population, which impacted overall candidate pass rates by encompassing more candidates with a variety of academic potential. To help candidates pass the TExES, in the spring semester 2011 the department began requiring candidates to take and pass a practice TExES before they were allowed to take the official TExES. The department now offers a list of self-help materials to be reviewed before taking the TExES. Offering resource materials and a practice test will hopefully minimize the problems with an outdated Texas licensure test.

An electronic portfolio has worked well for the faculty to assess candidates' content knowledge. However, the faculty realized that with the change to five new AASL Standards they had an opportunity to better align standards, knowledge, and application of knowledge. Previously candidates had been creating portfolios through wikis or Google sites. Since standards were changed, it was an excellent time to re-organize the portfolio and change the format to help candidates with access and a better understanding of standards and the portfolio. LiveBinders was chosen, and the implementation of an anecdotal resume has improved the quality of narratives and artifacts that candidates submit.

Candidates are required to complete two courses in youth literature: LSSL 5360 Literature for Children and LSSL 5385 Literature for Young Adults. Candidates read widely in each course, use excellent textbooks, have great online discussions, and learn about intellectual freedom, promotional activities, and other traditional topics covered in literature courses. For the 2009 SPA Report Assessment #6 did not adequately showcase the knowledge that candidates gain from these two literature courses. As a result, two professors reviewed the courses and placed more emphasis on reading promotional strategies and diverse collections, and capturing candidates' personal enjoyment of reading. One area that still needs work is reading instructional strategies. From class discussions and from knowledge that candidates are experienced classroom teachers, professors had previously decided that candidates were already adept at reading instructional strategies, that those strategies were taught in teacher prep programs.

That is certainly true for elementary school majors; possibly not as common for high school teachers. In the internship experience interns are expected to demonstrate their abilities at reading instructional strategies. Additionally, the faculty will be incorporating information about reading instructional strategies into both literature courses for those future librarians who may not have had specific training in their undergraduate programs.

**PROFESSIONAL & PEDAGOGICAL KNOWLEDGE, SKILL & DISPOSITIONS:** Four assessments provide evidence of professional and pedagogical knowledge, skill and dispositions: library internship, an administration project, an advocacy and leadership project, and a field experience assessment. The first three are key assessments; the fourth one is an assessment created for all graduate programs in the College of Education, entitled "Dispositions and Diversity Proficiencies" (DDP).

Library internship, of course, provides the best opportunity in our program to showcase candidates' knowledge and to participate in using their knowledge in a real school library setting. Some of their experiences are submitted to the electronic portfolio as applications of ALA/AASL Standards. To add another viewpoint of candidates' competencies professors who teach an internship course included a Tk20 assessment accessed by supervising librarians, similar to the College of Education assessment of student teachers by mentors. Examining the data for each element and reading comments submitted by supervising librarians confirmed how well candidates perform. Variation in target scores is most likely due to lack of available experiences in those areas while in an internship situation. This is particularly likely in Standards 4 and 5. Candidates may not have the time or opportunity to network directly with the library community or even communicate in a leadership role as fully as would be desirable. Candidates may not have an opportunity to actually select materials and place them in the collection or impact personnel or facilities. Given the variables of internship situations and how supervisors assessed candidates, the faculty will continue to monitor the results of assessments and provide extra support and suggestions for how to make the most of their internship hours. Professors continually revise the Library Internship Manual to include advice and aids to interns.

Since Standard 4: Advocacy and Leadership is a new ALA/AASL Standard, faculty discussed where these elements were already addressed in the department's course work. The course with most of these elements was LSSL 5370 (to be changed to Introduction to School Librarianship). Assessment #8 assessing advocacy and leadership is new to the department for fall 2011 and spring 2012. In fall 2012, for Standard 4.3 professors intend to strengthen information about library leaders by adding specific readings for a solid background in how to enhance student achievement. Data from the DDP assessment is collected through Tk20 and meets NCATE Standard 1. Because our candidates are already vetted and experienced classroom teachers, the faculty has chosen not to administer a separate dispositions assessment beyond the requirements of the DDP. The DDP requires candidates to self-assess in Tk20 using ten statements (proficiencies). A professor reviews a candidate's submissions and assesses the level of their responses according to the field experiences the candidates describe. Field experiences consist of all teaching experiences of the candidate; they choose ones that best represent the ten statements. Candidates respond to DDP while enrolled in three courses in the MLS program: LSSL 5370, LSSL 5337, and LSSL 5366. Faculty was satisfied with the overall responses to DDP for fall 2011 and spring 2012 with the exception of #10, related to using technology in the classroom. It's likely that most of the field experiences candidates chose pre-dated their entry into the MLS program so they were unaware of the variety of ways that technology could positively impact learning. Every course in our program offers opportunities to learn about technology and to apply it. However, the faculty has been discussing the possibility of offering a master's seminar in the latest technology developments that could enhance learning in schools (The DDP is attached in Section I, 4 for reference.)

**STUDENT LEARNING:** One assessment focuses on evidence of the impact of student learning: Assessment #5 – Collaborative Information Literacy Lesson. For the 2009 SPA Report the department's emphasis was on teaching how librarians and classroom teachers could collaborate. Although that is still an emphasis, with the 2010 ALA/AASL Standards faculty realized that more needed to be done to emphasize the results of collaboration and teaching in the library. Currently, an extensive self-reflection of the collaborative teaching experience includes how students are assessed, the results of the assessments, and what the results predict for the next step in student learning. In fall 2012 faculty who are teaching internship will require pre-tests and post-tests to be given to P-12 students, who interns are collaboratively teaching, in an effort to provide more specific information on the impact of student learning. Additionally, faculty noted that some candidates struggle with the nature of an inquiry-based lesson. This type of lesson is addressed in LSSL 5337 during a collaborative group lesson. In fall 2012 more attention will be focused on inquiry-based lessons in LSSL 5337 and in LSSL 5366. In one or more bi-monthly meetings starting in fall 2012, faculty will be discussing better ways of teaching inquiry-based lessons that could be incorporated into more courses.

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

**For Revised Reports:** Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

**For Response to Conditions Reports:** Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

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