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. Beginning in Fall 2012 all programs must use the new standards.

COVER SHEET

1. Institution Name

2. State

3. Date submitted

MM   DD   YYYY

   /   /

4. Report Preparer's Information:

Name of Preparer:

Phone: Ext.

(   )   -

E-mail:

5. CAEP Coordinator's Information:

Name:

Phone: Ext.

(   )   -

E-mail:

6. Name of institution's program

7. CAEP Category

8. Grade levels[1] for which candidates are being prepared

9. Program Type

○ Other School Personnel

○ Unspecified

10. Degree or award level

○ Baccalaureate

○ Post Baccalaureate

○ Master's

○ Post Master's

○ Specialist or C.A.S.

○ Doctorate

○ Endorsement only

11. Is this program offered at more than one site?

○ Yes

○ No

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

[   ]

13. Title of the state license for which candidates are prepared

[   ]

14. 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

15. Is your Educator Preparation Program (EPP) seeking

○ CAEP accreditation for the first time (initial accreditation)

○ Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:

CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. 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)

[   ]

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)

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.)

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.

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:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]

(2) CAEP 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. (Please refer to the footnotes for clarification)

Faculty Member Name	
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member (4)	
Faculty Rank[5]	
Tenure Track	☐ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the	

past 3 years[8]	
Teaching or other professional experience in P-12 schools[9]	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.
(4) For example, faculty, clinical supervisor, department chair, administrator
(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor
(6) CAEP defines scholarship as a 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) For example, 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, in-service 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 (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Assessment of content knowledge in the field of school librarianship (required)			
Assessment #3: Assessment of candidate ability to plan to meet program needs (required)			

Assessment #4: Assessment of practicum or internship (required)			
Assessment #5: Candidate effect on student learning (required)			
Assessment #6: Additional assessment that addresses ALA/AASL standards (required; see note in Section IV)			
Assessment #7: Additional assessment that addresses ALA/AASL standards (optional)			
Assessment #8: Additional assessment that addresses ALA/AASL standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ALA/AASL standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ALA/AASL standards.

Standard 1: Teaching for Learning. Candidates are effective teachers who demonstrate knowledge of learners and learning and who 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. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Knowledge of learners and learning.								

1.2 Effective and knowledgeable teacher 1.3 Instructional partner. 1.4 Integration of twenty-first century skills and learning standards	☐	☐	☐	☐	☐	☐	☐	☐

Standard 2: Literacy and Reading. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Literature 2.2 Reading promotion 2.3 Respect for diversity 2.4 Literacy strategies	☐	☐	☐	☐	☐	☐	☐	☐

Standard 3: Information and Knowledge. Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Efficient and ethical information-seeking behavior 3.2 Access to information 3.3 Information technology 3.4 Research and knowledge creation	☐	☐	☐	☐	☐	☐	☐	☐

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 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 5.4 Strategic planning and assessment	☐	☐	☐	☐	☐	☐	☐	☐

SECTION IV - EVIDENCE FOR MEETING STANDARDS

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

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,[16] comprehensive projects, or collaborative instruction (including staff development). (Answer Required)

Provide assessment information as outlined in the directions for Section IV

_____

(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.

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

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

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

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

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)

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 CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

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 CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

(Response limited to 24,000 characters.)

Please click "Next"

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