

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

University of Nebraska Kearney

State

NE

Date submitted

MM DD YYYY

08 / 06 / 2012

Report Preparer's Information:

Name of Preparer:

[REDACTED]

Phone: Ext.

([REDACTED]) [REDACTED] [REDACTED] [REDACTED]

E-mail:

[REDACTED]

NCATE Coordinator's Information:

Name:

[REDACTED]

Phone: Ext.

[REDACTED] [REDACTED] [REDACTED] [REDACTED]

E-mail:

[REDACTED]

Name of institution's program

School Librarian

NCATE Category

School Library Media Specialist

Grade levels⁽¹⁾ for which candidates are being prepared

PreK-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

School Librarian Endorsement

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)

State Policies:

The Nebraska Department of Education's Rule 24: Regulations for Certificate Endorsements (Title 92, Nebraska Administrative Code, Chapter 24; effective May 11, 2010) provides guidelines for a Nebraska higher education institution's plan to prepare candidates for the Pre-K-12 School Librarian Endorsement. These guidelines, revised effective Aug. 1, 2012, state that "through the courses identified in its plan, the institution should prepare prospective school librarians, according to ALA/AASL and ISTE standards, to address the following:"

A. Teaching for Learning

1. Knowledge of learners and learning
2. Effective and knowledgeable teachers
3. Instructional partner
4. Integration of 21st-century skills and learning standards

B. Literacy and reading

1. Literature
2. Reading promotion
3. Respect for diversity
4. Literacy strategies

C. Information and knowledge

1. Efficient and ethical information-seeking behavior
2. Access to information
3. Information technology
4. Research and knowledge creation

D. Advocacy and Leadership

1. Networking with the library community
2. Professional development
3. Leadership
4. Advocacy

E. Program management and administration

1. Collections
2. Professional ethics
3. Personnel, funding, and facilities
4. Strategic planning and assessment

These guidelines align with the 2010 ALA/AASL Standards for Initial Preparation of School Librarians.

Additionally, Rule 24 states that applicants for the School Librarian Endorsement must "hold a teaching certificate or concurrently earn a subject or field endorsement, and acquire a minimum of 30 semester hours in library media courses, including leadership, library administration, technology, information access, children's and young adult literature, resource management, and curriculum and instruction."

The UNK school librarian program aligns with the NDE Rule 24 guidelines, applicant requirements, and the ALA/AASL Standards for the Initial Preparation of School Librarians (2010).

Institutional policies:

The School Librarian Endorsement Program is part of the Teacher Education Department in the College of Education at UNK. The School Librarian Program focuses on developing in candidates the knowledge, skills, and dispositions necessary to hold the position of school librarian in the state of Nebraska, and candidates completing the program have successfully received equivalent endorsements in other states. The coursework and assessments align with Rule 24 state standards for the school librarian endorsement, as well as with the College of Education Desired Outcomes (as is indicated on the cover of each course syllabus). The ALA/AASL Standards for the Initial Preparation of School Librarians (2010), the American Association of School Librarian's Standards for the 21st Century Learner (AASL, 2007), and the Language Arts Multiple Literacies Strand of the Nebraska Academic Standards (NDE, 2009) were used to develop competencies in the program.

The School Librarian Program is comprised of two types of candidates: those pursuing the school librarian endorsement only, and those pursuing the MSED in Instructional Technology with a concentration in School Library (including the school librarian endorsement). Candidates pursuing the school librarian endorsement only must maintain a 3.0 (as do the master's degree students) in their school librarian coursework, and complete all of the key assessments (including the school library program academic portfolio) at the same level of quality as the master's degree seeking students. All candidates may apply for a provisional endorsement after completion of five classes: TE 869 Introduction to the School Library, TE 871 Collection Development and Management, TE 872 Organization of School Library and Technology Resources, TE 873 Reference Services and Resources, and TE 875 Administration of the School Library Program. At the conclusion of their coursework, they make application for full endorsement.

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 field experiences for the UNK School Librarian Program are composed of two types: field experiences required through site-based projects in TE 893, Field Experiences in the School Library, and those required in school library coursework prior to the capstone class. The total number of hours candidates spend in the field is 140 (50 hours in TE 893, 90 hours in other coursework). Candidates are encouraged to complete field experiences in a variety of school library settings (covering elementary, middle, and high school levels), as well as observation and interviewing experiences in public library settings.

The experiences in TE 893 consist of the Action Research Project, the Capstone 21st Century Learning Collaborative Integration Project, attendance of a professional conference, participation in online discussions with other candidates, a pre-test on the knowledge of Empowering Learners/Standards for the 21st Century Learner (candidates must earn a score of 80% or better in order to continue with the rest of the practicum), a field log documenting time and activities at the practicum site (including supervising school librarian's comments and signature), and the Professional Competencies Survey (taken at the end of the practicum). Further, during the TE 893 practicum each candidate is observed and advised by a faculty member (some visits are conducted by phone or Skype if distance is an issue). These assessments provide a picture of how candidates applied the knowledge, skills, and dispositions they acquired in the program effectively in practice.

The following are the field experience components in TE 893, Field Experiences in the School Library:

1) In the Action Research Project, candidates use the action research process in combination with content knowledge to solve an authentic problem or address an area that needs improvement in a school library program. The project includes evaluation of the practicum school library program (with the supervising school librarian using the School Library Program Assessment Rubric [AASL and Britannica Digital Learning, 2010]), a description of the weakness or problem identified through the evaluation, a description of the data collection process, a section reporting the data as organized into a table or chart, confirmation of original data from two other sources (triangulation), interpretation of the data, a best solution based on the data with input from students and staff, and methods and timetable for implementation of solution (20 hours).

2) The Capstone 21st Century Learning Collaborative Integration Project is the culminating assessment of candidates' ability to put together the knowledge, skills, and dispositions they have learned from previous teaching projects to fulfill their roles as instructional partner and teacher in a school library setting. They are able to work with a teacher over a longer period of time within their practicum to develop a richer collaborative experience than the previous projects, and they have the chance to learn more about the P-12 students they are engaging in the collaborative integration unit. The requirement of reflection on differentiated instructional strategies in addition to materials is added to the assessment of this final teaching project (20 hours).

3) Candidates attend a professional conference relevant to the school librarian, then reflect and submit a report on the experience. Funds are available for those who present at the conference, either alone or with another student or school librarian. The required report includes a summary and impressions of the sessions attended, description of the networking done, as well as ideas (from the sessions or networking) to be implemented in a school library setting (minimum of 10 hours).

The following are projects in the field completed during other library coursework:

- 1) For the Professional Ethics Scenario Project completed in TE 869 Introduction to the School Library, candidates interview and record the response of a current school librarian to an ethical question based on one of four scenarios, then evaluate the response using the ALA (American Library Association) Code of Ethics, and the AECT (Association for Educational Communications and Technology) Code of Ethics (3 hours).
- 2) The Multiple Literacies Collaborative Integration Project completed in TE 871 Collection Development and Management, requires that candidates, with a special or classroom teacher, collaboratively plan, teach and evaluate student learning for one unit in a classroom setting. The lessons to support the unit must include instruction of multiple literacies through the use of print and digital tools and resources. Documentation of the lessons include the collaborative planning sheet, a 1-2 page reflection sheet (including collection and analysis of student performance data), samples of student work, and a list of at least 20 different print and non-print materials selected to teach the lessons and support the unit (17 hours).
- 3) For the Selection for Curriculum Mapping Project completed in TE 871 Collection Development and Management, candidates use a curriculum map of one subject in one grade level as a tool for collection development. Looking at the standards addressed, skills and topics taught, as well as the teaching strategies that are used (requires teacher interviews), candidates assess the existing classroom and school library collections to evaluate if the resource needs are being met. They then develop a Needs/Resource Weakness List, and using professional selection tools recommend specific print and non-print materials that will fill in the gaps (including materials to differentiate instruction) (20 hours).
- 4) In TE 872, Organization of School Library and Technology Resources, candidates have two field experience requirements. First, candidates review and evaluate five different online catalogs in authentic library settings. Second, candidates interview a school librarian, another type of librarian, or a K-12 teacher who regularly uses the library on the pros and cons of using the Dewey Decimal System to classify and organize a library collection (total 10 hours).
- 5) The Reference Interview Project, completed in TE 873 Reference Services and Resources, is composed of two parts: 1) observation, and 2) personal experience. For the first part, the candidate observes and evaluates the interactions of a librarian (public, school, special, or academic) with patrons. For the second part, the candidate interacts personally in the role of a patron with a librarian, then records and evaluates the experience. Projects include evaluations based on the effectiveness of the setting, the style and specialized skills of the librarian, and overall impressions of the interactions (5 hours).
- 6) For the Reference Resources Purchase Proposal completed in TE 873 Reference Services and Resources, candidates prepare a proposal to purchase reference sources (print and/or non-print) to update (or create) an authentic school library reference section based on a hypothetical PTO donation. The proposal includes materials that will “fill the reference gap” (or start a good section) in the school library, as well as the rationale for the choices made based on professional selection tools and evaluation criteria (10 hours).
- 7) In TE 875 Administration of the School Library Program, candidates complete the Strategic Plan Project. In collaboration with a team from an elementary or secondary school, candidates write a strategic plan for an authentic school library. The plan includes external and internal scans, organizational analysis (both school and library), a vision statement, a mission statement, and action plans (including for each a statement of the goal, steps to meet the goal, schedule for the steps, resources needed, and anticipated outcomes) (25 hours).

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.)

UNK MSED Instructional Technology/SL Program of Study

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.

Nebraska Dept of Ed Rule 24 School Librarian Matrix

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: MA in Instructional Technology with concentration in School Library (36 credits)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2009-2010	69	8
2010-2011	83	18
2011-2012	72	15

Program:

School Librarian Endorsement Only (30 credits)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2009-2010	24	11
2010-2011	10	7
2011-2012	33	7

(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	[REDACTED]
Highest Degree, Field, & University ⁽³⁾	[REDACTED]
Assignment: Indicate the role of the faculty member ⁽⁴⁾	[REDACTED]
Faculty Rank ⁽⁵⁾	[REDACTED]
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	[REDACTED]
Teaching or other professional experience in P-12 schools ⁽⁹⁾	[REDACTED]

Faculty Member Name	[REDACTED]
Highest Degree, Field, & University ⁽³⁾	[REDACTED]
Assignment: Indicate the role of the faculty member ⁽⁴⁾	[REDACTED]
Faculty Rank ⁽⁵⁾	[REDACTED]
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	[REDACTED]
Teaching or other professional experience in P-12 schools ⁽⁹⁾	[REDACTED]

Faculty Member Name	[REDACTED]
Highest Degree, Field, & University ⁽³⁾	[REDACTED]
Assignment: Indicate the role of the faculty member ⁽⁴⁾	[REDACTED]
Faculty Rank ⁽⁵⁾	[REDACTED]
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	[REDACTED]
Teaching or other professional experience in P-12 schools ⁽⁹⁾	[REDACTED]

Faculty Member Name	[REDACTED]
Highest Degree, Field, & University ⁽³⁾	[REDACTED]
Assignment: Indicate the role of the faculty member ⁽⁴⁾	[REDACTED]
Faculty Rank ⁽⁵⁾	[REDACTED]
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional	[REDACTED]

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⁾	

Faculty Member Name	
Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role of the faculty member ⁽⁴⁾	
Faculty Rank ⁽⁵⁾	
Tenure Track	<input checked="" type="checkbox"/> 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) 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 ⁽¹⁰⁾	Type or Form of Assessment ⁽¹¹⁾	When the Assessment Is Administered ⁽¹²⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)	School Library Program Academic Portfolio	Portfolio	TE 870 Developing Web-Based Portfolios taken toward the end of the program
Assessment #2: Assessment of content knowledge in the field of school librarianship (required)	Action Research Project	Project	TE 893 Field Experiences in the School Library
Assessment #3: Assessment of candidate ability to plan to meet program needs (required)	Strategic Plan	Project	TE 875 Administration of the School Library Program
Assessment #4: Assessment of practicum or internship (required)	Capstone 21st Century Learning Inquiry Project	Project	TE 893 Field Experiences in the School Library
Assessment #5: Candidate effect on student learning (required)	Multiple Literacies Collaborative Integration Project	Project	TE 871 Collection Development and Management
	Motivational/Reading Role Strategy Project	Project	TE 869 Introduction to the School Library Program

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	b	b	b	b
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. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. 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.
 - c. A brief analysis of the data findings;
 - d. 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

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide for the assessment; and
- g. 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

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

Provide assessment information as outlined in the directions for Section IV

Assessment 2

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

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

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

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

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

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

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)

Analyzing assessment data and using it to improve candidate performance and strengthen the program has been the lifeblood of the UNK School Librarian Program. Means of assessment toward this end are 1) key assessments and data, 2) candidate evaluations of classes (formal and informal), 3) data collected from the Professional Competencies Survey taken at the end of the program, and 4) feedback from the NCATE unit accreditation process. Analysis by faculty of these assessments provides means of continuous improvement to the program in the areas of content knowledge; professional knowledge, skills, and dispositions; and student learning.

The Professional Competencies Survey (see Assessment #4, p. 11 for a copy of the survey, implemented as one of the changes made to prepare for this report), has been administered twice: in the fall of 2011 and the spring of 2012 as a final assignment in the capstone class TE 893 Field Experiences in the School Library. Candidates were not graded on the survey, but were given points for completing it. Of the 22 candidates taking the survey for the two semesters 15 (68%) responded "I feel prepared in this area" for all five standards. Seven (31%) expressed "I feel somewhat prepared in this area" for one of the five standards but responded "I feel prepared in this area" for the other four, and 0 expressed "I do not feel prepared in this area" for any of the five standards.

Standard 1—22 (100%) prepared, 0 somewhat prepared, 0 not prepared
Standard 2—21 (95%) prepared, 1 (5%) somewhat prepared, 0 not prepared
Standard 3—19 (86%) prepared, 3 (14%) somewhat prepared, 0 not prepared
Standard 4—20 (91%) prepared, 2 (9%) somewhat prepared, 0 not prepared
Standard 5—21 (95%) prepared, 1 (5%) somewhat prepared, 0 not prepared

Analysis from the data gathered from the Professional Competencies Survey will be discussed further in the sections pertaining below.

CONTENT KNOWLEDGE

In looking at candidate mastery of content knowledge, there is continuous assessment from course projects, especially those listed in this report as Assessments #1 and #2, as well as faculty evaluation of data gathered from the Professional Competencies Survey.

For Assessment #1, the School Librarian Academic Portfolio, 29 (90%) of candidates scored target or acceptable from the two applications. For Assessment #2, the Action Research Project, 21 (95%) scored target or acceptable.

Faculty interpretation of these findings is that the changes made to the program based on assessment data from earlier applications—such as better directions for the portfolio and the addition of early faculty advisement sessions for the Action Research Project—has improved candidate performance. Candidates show strong knowledge of content as evidenced by these assessments.

In addition to the key assessment data, candidates indicate in course evaluations that the school librarian program coursework is rigorous, but that they find the projects and content to be useful and applicable to their current or future careers. In analysis of the responses and accompanying candidate comments to the Professional Competencies Survey, candidates had no responses or comments that indicated that they felt a lack of preparedness in content knowledge in the field of school librarianship.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

In looking at candidate mastery of professional and pedagogical knowledge, skills, and dispositions, there is continuous assessment from course projects, especially from Key Assessments #3, #6, #7, and #8, as well as faculty evaluation of data gathered from the Professional Competencies Survey, and improvements made based on unit data gathered in preparation for the unit accreditation process.

For Assessment #3, the Strategic Plan, of the 58 candidates from the two applications, 58 (100%) scored target on the project. Since this has not always been the case with this comprehensive project, based on data from earlier applications faculty experimented with solutions to make the project more successful. It was discovered that by requiring candidates to post a preliminary outline of the project two weeks ahead (four weeks was too early) and giving faculty and other candidate feedback at that time, candidates were much more likely to succeed with this project. Based on candidate feedback in course evaluations, they in fact find the Strategic Plan to be one of the most useful of the program. For Assessment #6, the Motivational/Reading Role Project, 45 of 46 (98%) candidates scored target or acceptable from the two applications, showing that these candidates understand the dual roles of the school librarian 1) to foster students' intrinsic motivation to read for information and pleasure, and 2) to support and reinforce reading instruction in the school. For Assessment #7, the Virtual Research Handbook, 48 of 54 candidates (89%) scored target or acceptable. While this is an acceptable percentage of successful candidates overall, some gaps were found in the candidates' pedagogical knowledge with regard to teaching students to locate and evaluate resources, and the importance of teaching digital citizenship and responsibility. Because of this discrepancy, a new textbook more focused on instruction of reference sources and services to P-12 students was adopted for the fall of 2012. For Assessment #8, the Advocacy Plan, 57 out of 58 (98%) scored target or acceptable indicating strong mastery of the concepts.

In analyzing the data from the Professional Competencies Survey, faculty found that most candidates indicated they felt prepared in all five standards, but there were two areas in which more than one candidate felt somewhat—rather than fully—prepared. Those were in the areas of advocacy and technology. Two candidates felt they understood the concepts behind advocacy for a school library program, but felt they lacked

experience in this area. Faculty interpretation of these responses was that the program had done its job to make candidates aware of the need for advocacy, the importance of the planning process, and the possible target audiences. However, inviting special speakers and/or requiring some level of implementation of the advocacy plan is being considered to boost candidate confidence in this area. Three candidates felt they were somewhat—but not fully—prepared in the area of technology. Faculty was surprised by these responses because the program is embedded in an Instructional Technology master’s degree. However, the comments made by these candidates indicated the need to not be complaisant with their current knowledge, but strive to stay current in new technology trends, a disposition we desire in our candidates. Possible ways to help candidates be more confident in this area would be to familiarize them with technology publications and professional development opportunities in technology learning.

Another assessment, feedback from the unit accreditation process, has had an effect on professional and pedagogical knowledge, skills, and dispositions program development. Based on data gathered from unit graduates, the College of Education began a professional development initiative in preparation for its BOE visitation in the fall of 2010 to improve the differentiated instruction experiences of its candidates. Several changes have been made to the school librarian program as a result of this initiative, including changes in methods of faculty delivery of instruction to our candidates, as well as an increase of opportunities for our candidates to differentiate instruction for their P-12 students. Specifically, Assessment #4, #5, and the Selection for Curriculum Mapping Project have incorporated consideration for differentiated instruction.

STUDENT LEARNING

In examining candidate mastery of student learning concepts, there is continuous assessment from course projects, especially from Key Assessments #4 and #5, faculty evaluation of data gathered from the Professional Competencies Survey, and improvements made based on unit data gathered in preparation for the unit accreditation process.

In analyzing Assessment #4, the Capstone 21st Century Learning Collaborative Integration Project, 19 of the 22 (86%) candidates from two applications of the assessment scored target or acceptable on the project. Candidates who had difficulty with this project were lacking not in teaching skills, but in organization of the collaboration plan and their list of materials. For Assessment #5, the Multiple Literacies Collaborative Integration Project, all 51 (100%) candidates from the two applications scored target or acceptable.

Faculty interpretation of this data is that candidates are well prepared as teachers to positively impact student learning. In affirmation of this interpretation, the one area all candidates taking the Professional Competencies Survey marked “I feel prepared in this area” was in Standard 1, Teaching for Learning.

Our candidates are teachers, and an area UNK excels in is in teacher preparation. Every course in the School Librarian Program contains least one project emphasizing instruction. Be that as it may, teacher preparation programs must change in order to stay current and prepare candidates for tomorrow’s P-12 students. Toward that end, in the area of differentiation of instruction, the program has made changes to assessments based on unit initiatives to emphasis candidate use of differentiated instructional strategies. Additionally, plans are underway for the Teacher Education Department of UNK’s College of Education to create standardized means for measuring P-12 student learning in teaching projects across graduate programs as we learn more about and prepare for the transition to CAEP unit accreditation. It is anticipated that more emphasis will be placed on creating and analyzing pre and post assessments, as well as on building teacher work samples. Faculty from the School Librarian program will contribute to these discussions, monitor their progress, and make changes to the instructional assessment pieces in the program accordingly.

Taken together, the data support the conclusion that UNK School Librarian Program candidates are well prepared to become effective school librarians, and for the most part, are confident in their knowledge, skills, and dispositions to do so. The faculty will continue to monitor and analyze assessment and program data to make changes to the program in order to ensure its vitality in educating candidates of the future.

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.)

Please click "Next"

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