

CIEP Submission Form

Class A Library Media (P-12)

(for Educator Preparation Chapter adopted 8-12-2021)

Institution Name:

Date Submitted:

Submitting for: *Choose one of the options below.*

- Initial review of a proposed program
- Continuing review of a currently approved program
- Resubmission to address unmet standards and/or conditions

Overview of Each Required Section:

- I. Background Information:** Provide background information about the program (checklist; numbers of admissions, completers, and recommendations for certification). The “n”s reported here are used to determine if “n”s reported in data tables are consistent.
- II. Key Assessments, Data, and Data Analysis:** Provide an overview of the key assessment in the Section II chart. Key Assessments are typically summative assessments of candidate proficiencies. For each key assessment, included the completed coversheet; assessment instrument, instructions, or test specification information; rubric or scoring guide; and data table(s). Program faculty preparing submissions should use the Rubric for Key Assessments.
- III. Alignment of Standards to Curriculum and Key Assessments:** Provide an overview of how the program ensures each indicator is adequately addressed in curriculum and key assessments so reviewers know where to look to for evidence. Reviewers use the course descriptions and assessment documents, not the chart, to determine whether each indicator is adequately addressed.
- IV. Summary of Field Experiences Prior to Internship:** Provide an overview of how the program requires candidates to demonstrate developing proficiencies in field experiences prior to internship. Copies of instructions or assignments must be submitted. Assessment information is not required but may be submitted. Field experiences should have clear purposes and reflect increasing expectations. Program faculty preparing submissions should use the Rubric for Field Experiences Prior to Internship.

SECTION I Background Information

- 1. Include the proposed checklist as a separate document.

- 2. **Data on Unconditional Admissions, Program Completers, and Certificates Issued**
Programs should report at least three years of data. If the “n” over three years is less than 10, the program should report five years of data.

Academic Year September 1 to August 31	Number of Unconditional Admissions	Number of Program Completers¹	Number Recommended for Alabama Certification

¹ Use the Title II definition for program completers.

SECTION II Key Assessments, Data, and Data Analysis

1. Assessments #1-#5 are required. No more than eight key assessments may be submitted.
2. Complete a coversheet for each key assessment and attach it to the instrument or instructions, or test specifications; rubric or scoring guide; and data tables(s). Submit these documents in a Key Assessments folder on the flash drive and a section of the binder.

#	Key Assessment Title	Name of Key Assessment ²	Type of Key Assessment ³	When Required by Program ⁴
1 a	State Certification Tests:⁵ Praxis Library Media Specialist		State Certification Tests	
2	Content Knowledge⁶			
3	Ability to Fulfill Professional Responsibilities⁷			
4	Internship			
5	Ability to Promote Student Achievement⁸			
6 ⁹				
7				
8				

² Identify assessment by title used in the program.

³ Types of assessment include but are not limited to essay, case study, project, comprehensive exam, reflection, state certification test, and portfolio.

⁴ Assessments might be required at the time of admission to the program, admission to internship, during a required course, or at program completion.

⁵ Test data must include the percentage of candidates who passed the tests for the last three years. Total scores and appropriate sub-test data must be reported.

⁶ Examples of appropriate content knowledge assessments include grade analyses, comprehensive examinations, portfolio tasks, and culminating performances.

⁷ Examples of assessments of fulfilling professional responsibilities include data-driven projects, data-based and long-range planning, action research projects, needs assessments, or intervention plans appropriate to the area of instructional support.

⁸ Examples of appropriate assessments for ability to promote student achievement include developing program improvement plans, case studies, and action research projects appropriate to the area of instructional support.

⁹ Examples of optional assessments addressing program standards include but are not limited to evaluations of field experiences, case studies, specific portfolio artifacts, complete portfolios, and follow-up studies.

SECTION III Alignment of Standards to Curriculum and Key Assessments

Identify the curriculum components and key assessments listed in Section II that address the standard and indicators. Only courses that directly address indicators should be listed. In most cases, an indicator will be addressed by more than one key assessment. Cross-references to the standards and indicators should be inserted into the assessment instruments, scoring guides, and data tables.

Standard 1 Learners and Learning Environments.		
Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners’ development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the <i>National School Library Standards</i> considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.		
Indicators	Curriculum Components— Courses or Other Requirements¹⁰ <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
1.1 Learner Development. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners’ interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards.		
1.2 Learner Diversity. Candidates articulate and model cultural competence and respect for inclusiveness, supporting individual and group perspectives.		
1.3 Learning Differences. Candidates cultivate the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.		
1.4 Learning Environments. Candidates create both physical and virtual learner-centered environments that are engaging and equitable. The learning environments encourage positive social interaction and the curation and creation of knowledge.		

Standard 2 Instruction.

Candidates in school librarian preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
2.1 Planning for Instruction. Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that integrate inquiry, innovation, and exploration and provide equitable, efficient, and ethical information access.		
2.2 Instructional Strategies. Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning.		
2.3 Integrating Ethical Use of Information into Instructional Practice. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge.		
2.4 Assessment. Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.		

Standard 3 Literacies.		
Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
3.1 Reading Engagement. Candidates demonstrate knowledge of children’s and young adult literature that addresses the diverse developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment.		
3.2 Information Literacy. Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical-thinking and the inquiry process by using multiple literacies.		
3.3 Technology-Enabled Learning. Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.		

Standard 4 Management.

Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services. Candidates use policies, procedures, and organizational practices to administer the library media program.

Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
4.1 Access. Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to equitable access to resources and services.		
4.2 Information Resources. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the diverse curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats.		
4.3 Evidence-Based Decision Making. Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their diverse learning communities. long-range planning and evaluation of the library media center program. Candidates demonstrate understanding of library budgeting, organization, and bibliographic principles.		
4.4 Administration of the Library Media Program. Candidates demonstrate understanding of the need for a collection development policy that upholds the ideas of providing access to diverse materials and ideas within the learning		

community. This policy should include criteria and procedures for selection, reconsideration, and challenges to library materials. Candidates demonstrate understanding of the need for local procedures for short- and		
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Standard 5 Professionalism.		
Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.		
Indicators	Curriculum Components— Courses or Other Requirements <i>(Include course prefix, number, and name.)</i>	Key Assessment(s) <i>(Identify by key assessment number[s] in Section II.)</i>
5.1 Professional Learning. Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the diverse needs of all members of the learning community.		
5.2 Leadership and Collaboration. Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library.		
5.3 Advocacy. Candidates advocate for all learners, resources, services, policies, procedures, and school libraries through networking and collaborating with the larger education and library community.		
5.4 Ethical Practice. Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.		

