

Library Media Standards

Second Edition

for teachers of students ages 3–18+

■ For additional information go to www.boardcertifiedteachers.org

*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

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Preface

About the National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (National Board) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. The founding mission of the National Board is to advance the quality of teaching and learning by

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- providing a national voluntary system certifying teachers who meet these standards; and
- advocating related education reforms to integrate National Board Certification into American education and to capitalize on the expertise of National Board Certified Teachers.

Recognized as the “gold standard” in teacher certification, the National Board believes higher standards for teachers means better learning for students.

Founded in 1987, the National Board began by engaging teachers in the development of standards for accomplished teaching and in the building of an assessment—National Board Certification—that validly and reliably identifies when a teacher meets those standards. Today, there are 25 certificate areas that span 16 content areas and four student developmental levels. The essence of the National Board’s vision of accomplished teaching is captured in the enduring document *What Teachers Should Know and Be Able to Do*, at the heart of which are the Five Core Propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

The National Board believes that board certification should become the norm, not the exception, and should be fully integrated into the fabric of the teaching profession. In other professions, such as medicine, engineering, and architecture, board certification has helped to create a culture of accomplished practice and is a major reason why those professions are held in such high regard by the public. Those professions did what teaching must now do: strengthen the coherent pipeline of preparation that begins in pre-service and continues through board certification and beyond, with each step engineered to help teachers develop toward accomplished. More than 110,000 teachers had achieved board certification by 2014, a number which represents the largest group of identified teaching experts in the country. Given the size of the teaching workforce, however, this sizable number represents fewer than 3 percent of teachers.

For most children that means they go through their entire schooling without being taught by a board-certified teacher. Each teacher who pursues board certification helps to close this gap, strengthening the profession and the quality of teaching and learning. In a world where board certification is the standard that all teachers aspire to and most achieve, students experience accomplished teaching throughout their schooling, unleashing their potential.

About the Standards

Every child deserves an accomplished teacher—one who is qualified to equip students with the skills to succeed in a global community. The core mission of the National Board for Professional Teaching Standards is to create field-specific standards for accomplished teaching that are grounded in the Five Core Propositions and that articulate the actions that accomplished teachers employ to advance student learning. Each standards document represents a professional consensus on the attributes of practice that distinguish accomplished teaching in that field. Many school systems use the standards as the basis for ongoing professional development, and many colleges and universities incorporate the standards into their undergraduate and graduate teacher education programs.

Standards are developed and revised by a committee of 12–15 members who are representative of accomplished professionals in their field. A majority of standards committee members are practicing Board certified teachers. Other committee members are experts in academic content and child development, including teacher educators, researchers, and other professionals in the relevant field. Standards are disseminated widely for public comment and subsequently revised as necessary before adoption by the National Board's Board of Directors.

Throughout the development of both the standards and the certification process, the National Board ensures broad representation of the diversity that exists within the profession; engages pertinent disciplinary and specialty associations at key points in the process; collaborates closely with appropriate state agencies, academic institutions, and independent research and education organizations; and establishes procedures to detect and eliminate instances of external and internal bias.

National Board Standards and certifications are defined by the developmental level of the students and by the subject or subjects being taught. Teachers select the subject area that makes up the substantive focus of their teaching. They may choose Generalist certificates if they do not focus on one particular subject area in their practice. The four overlapping student developmental levels (listed below) indicate the age of the majority of their students.

- Early Childhood (EC)—ages 3–8
- Middle Childhood (MC)—ages 7–12
- Early Adolescence (EA)—ages 11–15
- Adolescence and Young Adulthood (AYA)—ages 14–18+

About Certification

National Board Certification® is a voluntary, standards-based process designed for teachers to transform the Five Core Propositions into practice. In order to be eligible for certification a teacher must

- Hold a baccalaureate degree from an accredited institution¹;
- Have a minimum of three years' teaching experience at the early childhood, elementary, middle school, or high school level; and
- Where it is required, hold a state teaching license.

The assessments, aligned with the Five Core Propositions and the standards, are designed so that teachers demonstrate their practice by providing evidence of what they know and do. The evidence-based assessment honors the complexities and demands of teaching.

In 2014, the National Board initiated revision of the assessment to make the process more flexible, affordable, and efficient for teachers. In all certificate areas, candidates for National Board Certification are now required to complete four components: three portfolio entries, which are submitted online, and a computer-based assessment, which is administered at a testing center. Teachers develop portfolio entries that require analysis of their practice as it relates to student learning and to being a reflective, effective practitioner. Designed to capture what a teacher knows and is able to do in real time and in real-life settings, the portfolio consists of description, analysis, and reflection focused on student learning that is captured on video and in student work samples. The process requires teachers to reflect on the underlying assumptions of their practice and the impacts of that practice on student learning.

Teachers also demonstrate content knowledge by responding to open-ended and multiple choice questions delivered at a secure testing site. The assessment center component complements the portfolio, validates that the knowledge and skills exhibited in the portfolio are accurate reflections of what a candidate knows, and provides candidates with opportunities to demonstrate knowledge and skills not sampled in the portfolio.

Assessments are based on the standards and are developed for every certificate area by educators who specialize in the same content and student developmental level as the candidates. Educators who are themselves practitioners in the certificate area score the submitted portfolio entries. They must successfully complete intensive training and qualify for scoring on the basis of their understanding of National Board Standards and scoring guidelines.

¹ Candidates registering for the Career and Technical Education certificate are required to hold a bachelor's degree only if their state required one for their current license.

Foundation of National Board Certification for Teachers

Five Core Propositions

The National Board framework for accomplished teaching was established in its 1989 publication, *What Teachers Should Know and Be Able to Do*. The Five Core Propositions serve as the foundation for all National Board standards and assessments, defining the level of knowledge, skills, abilities, and commitments that accomplished teachers demonstrate. Teachers embody all Five Core Propositions in their practices, drawing on various combinations of these skills, applications, and dispositions to promote student learning.

1. Teachers are committed to students and their learning.

Accomplished teachers base their practice on the fundamental belief that all students can learn and meet high expectations. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and understanding of their students' interests, abilities, skills, knowledge, language, family circumstances, and peer relationships. They view students' varied backgrounds as diversity that enriches the learning environment for every student.

Accomplished teachers understand how students develop and learn. They consult and incorporate a variety of learning and development theories into their practice, while remaining attuned to their students' individual contexts, cultures, abilities, and circumstances. They are committed to students' cognitive development as well as to students' ownership of their learning. Equally important, they foster students' self-esteem, motivation, character, perseverance, civic responsibility, intellectual risk taking, and respect for others.

2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings. While maintaining the integrity of disciplinary methods, content, and structures of organization, accomplished teachers develop the critical and analytical capacities of their students so they can think for themselves.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and draw upon pedagogical and subject matter understandings to anticipate challenges,

modify their practice, and respond to students' needs. They also demonstrate a commitment towards learning about new strategies, instructional resources, and technology that can be of assistance. Their instructional repertoire and professional judgment allow them to generate multiple paths to knowledge in the subjects they teach, and they are adept at teaching students how to pose and solve their own problems so they can continue exploring and advancing their understanding.

3. Teachers are responsible for managing and monitoring student learning.

Accomplished teachers view themselves as facilitators of student learning within dynamic instructional settings. They create, enrich, maintain, and alter learning environments while establishing effective ways to monitor and manage those environments and the student learning that occurs within them. They possess a comprehensive knowledge of instructional methods, know when each is appropriate, and can implement them as needed. They use instructional time constructively and efficiently, customizing physical layout, resources, and instructional methods. They enlist the knowledge and support of a wide range of stakeholders to provide their students with enriched opportunities to learn. They understand the strengths and weaknesses of pedagogical approaches they may take, as well as the suitability of these approaches for particular students.

Accomplished teachers know how to engage students in varied settings and group configurations. They create positive and safe learning environments that guide student behavior and support learning, allowing the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students and value student engagement, supporting them as they face and learn from challenges.

Accomplished teachers assess the progress of individual students as well as that of the class as a whole. They apply their knowledge of assessment to employ multiple methods for measuring student growth and understanding. They use the information they gather from monitoring student learning to inform their practice, and they provide constructive feedback to students and families. They collaborate with students throughout the learning process and help students engage in self-assessment.

4. Teachers think systematically about their practice and learn from experience.

Accomplished teachers possess a professional obligation to become perpetual students of their craft. Committed to reflective learning, they are models of educated persons. They exemplify the virtues they seek to inspire in students—curiosity, honesty, fairness, respect for diversity and appreciation of cultural differences—and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in established theories, but also in reason born of experience. They engage in lifelong learning, which they seek to encourage in their students.

Accomplished teachers seek opportunities to cultivate their learning. Striving to strengthen their teaching and positively impact student learning, teachers use feedback and research to critically examine

their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

5. Teachers are members of learning communities.

Accomplished teachers participate actively in their learning communities to promote progress and achievement. They contribute to the effectiveness of the school by working collaboratively with other professionals on policy decisions, curriculum development, professional learning, school instructional programs, and other functions that are fundamental to the development of highly productive learning communities. They work collaboratively and creatively with families and the community, engaging them productively in the work of the school and cultivating students' connections with the opportunities, resources, and diversity they afford.

Accomplished teachers can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives and their knowledge of student needs. They are knowledgeable about and can advocate for specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Architecture of Accomplished Teaching

The Architecture of Accomplished Teaching provides a view of how the use of the Five Core Propositions and the standards that are developed from them result in student learning. As depicted in the Architecture of Accomplished Teaching illustration, shown below, one strand represents teaching practice as grounded in the Five Core Propositions, while the other strand represents the teacher's impact on students and their learning.

The Architecture of Accomplished Teaching: *What is underneath the surface?*

Set new high and worthwhile goals that are appropriate for these students at this time

6th

Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues

5th

Evaluate student learning in light of the goals and the instruction

4th

Implement instruction designed to attain those goals

3rd






Set high, worthwhile goals appropriate for these students, at this time, in this setting

2nd

1st

Your Students - Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?

Five Core Propositions

-  Teachers are committed to students and their learning
-  Teachers know the subjects they teach and how to teach those subjects to students
-  Teachers are responsible for managing and monitoring student learning
-  Teachers think systematically about their practice and learn from experience
-  Teachers are members of learning communities

The National Board program certifies accomplished teachers who positively influence student learning through effective teaching practice. The process includes the core propositions for all teachers, a common set of accomplished teaching standards specific to the content field and students' developmental levels, and a set of evidence-based assessments specific to the field that certify what accomplished teachers know and do.

Standards

Introduction

The twenty-first century has revolutionized the character of library media programs. This transformation, interwoven with the influx of existing and emerging information technologies and digital content, provides an outstanding opportunity for accomplished library media specialists to promote and campaign for equity and access to resources for all members of the learning community. Their knowledge and use of the latest information and instructional technologies, coupled with a deep love of literature, creates a synergy that fosters student achievement and thriving library media programs.

The role and responsibilities of the library media specialist are more demanding than ever. Accomplished library media specialists embrace and celebrate the twenty-first century learning environment and regard it as an exciting opportunity to help students flourish and to expand their own contributions as teachers, learners, and leaders. They are steadfast and committed to what they know and do—they teach, learn, collaborate, seek, read, listen, advocate, care, innovate, create, produce, reflect, and rejoice in being accomplished in a profession that is both demanding and rewarding. And they do all this to guide learners toward becoming competent users of information and ideas, informed decision makers, and lifelong learners.

The field of library media is intellectually stimulating because it draws from a number of areas including library and information studies, learning theory, and instructional design and technology. Library media specialists offer a critical kind of learning for today's students because they understand that learning must include relevance and context. Since they work with students across all levels, library media specialists have an opportunity to help students grow and develop throughout their school experience.

Library Media Specialists are essential to educational excellence, and are passionate about the importance of the profession. They are devoted to teaching, learning, reading and technology. Confident in the knowledge that everyone can learn, they lead instruction in their schools, imparting information and, perhaps more importantly, methods to locate, evaluate and apply information ethically and effectively. Because they are perpetual learners, they are inspired to provide students the tools that will help them become lifelong learners as well. Library media specialists want students to become effective citizens, to see the world beyond their own community, and to discover other worlds through reading and through engaging with a wide variety of media. In short, they teach students to think. Their unique educational role affects every student and teacher in the school.

As with all fields, the library media profession is filled with challenges and opportunities for growth. Library media specialists perform their role in unique situations with varying levels of support. They work within their own learning communities to move programs forward. Obstacles serve as catalysts to energize them to be creative problem solvers. These standards provide a roadmap for accomplished library media specialists to make improvements in their programs and in themselves.

In 1998, a committee of library media specialists and other educators began the process of developing the first NBPTS standards for library media specialists who serve students ages 3 to 18+. The original Library Media Standards Committee was charged with translating the Five Core Propositions of the National Board for Professional Teaching Standards into a document that defined outstanding practice in the field at the turn of the new century. Since their publication in 2000, the standards have impacted thousands of library media specialists who see their role as integral to student learning and as an indispensable building block of the learning community.

Over the past decade, the profession has evolved significantly. New laws and initiatives in education, advances and innovations in technology, shifts toward a more flexible learning environment, an increasingly diverse set of learners, increased understanding about how students learn, and the need of more complex skills for learning promise an exciting future for the profession. These developments necessitated updating the original *Library Media Standards* to address fresh challenges facing those who wish to be designated as “accomplished” library media specialists.

The Library Media Standards Committee that prepared this revised document made some major changes to the original based on professional consensus about essential aspects of accomplished practice in the field. While *Knowledge of Students, Teaching and Learning*, and *Knowledge of Library and Information Studies* from the original document remain largely unchanged, at least in general focus, the content reflects substantive advances in our understanding of students, of teaching and learning, and of the field of library and information studies. Some concepts are repeated intentionally in these standards and throughout the document because of their importance.

Collaboration, a mainstay of the school library media field, has also changed since the original *Library Media Standards* were published. In the original standards, *Integrating Instruction* called for the accomplished library media specialist to integrate information literacy into the curriculum through collaboration, planning, implementation, and the assessment of learning. Today, integrating instruction involves working not just with information literacy but with multiple literacies across the curriculum. The accomplished library media specialist incorporates student self-reflection and self-accountability into the learning process and enhances instruction by incorporating technology, access, ethics, and organization of resources throughout the learning community. Working collaboratively with students and teachers, library media specialists today integrate instruction into content areas across the curriculum to create a powerful environment dedicated to helping students become lifelong learners. For this reason, *Integrating Instruction* from the original document was embedded throughout the revised standards.

The standard *Leadership* is a separate standard in the current document to reflect new models of teaching, learning, and organization in a collaborative school environment and to address the importance of the school library media specialist in meeting the needs of diverse learners. This new standard incorporates and expands concepts from the previous standard *Professional Growth*. One aspect fueling this change is the understanding that leadership creates opportunities for program growth. By analyzing issues such as budget cuts, lack of technology, and flexible scheduling, accomplished library media specialists view even these barriers as opportunities to make effective changes. Library media specialists often have the opportunity to take the lead in introducing new technologies, instructional strategies, and innovations that are central to student learning. Research has shown there is a direct correlation between student achievement and school library media programs when a certified library media specialist assumes leadership in the school.

Library media specialists are program managers as well as teachers, and the revised *Administration* reflects this unique responsibility. This updated standard, formerly *Administering the Library Media Program*, focuses on the facilities management component of librarianship including planning, implementing, managing, and evaluating effective and engaging library programs.

Advances in information and instructional technologies have significantly altered the administrative and instructional foci of the library media program. To address these changes, the original *Leading Innovation through the Library Media Program*, transitioned into the new *Integration of Technologies*. The new standard addresses the expansion and enhancement of new formats and resources available to the library media program. Today's learning community must acquire advanced information skills to make the best use of evolving technologies. Accomplished library media specialists are at the forefront of this fundamental change in the ways information is accessed and delivered.

The standard *Access, Equity, and Diversity* groups these ideas in the revised standards because of their interrelated impact on the learning community. Emphasis on access as a means to accomplish equity and diversity is new. This section defines equitable access as it relates to the library media specialist as well as to library facilities, resources, and instructional programs. The accomplished library media specialist should explore all avenues as a means to meet the learning community's variety of curriculum and personal needs. Services, management, and policies that are unbiased and balanced are essential to ensuring access, equity, and diversity. This standard encourages modeling respect for others as a critical tool for fostering appreciation for the richness and diversity of all learners.

Ethics is a core value of the library media field and permeates every aspect of an accomplished library media specialist's day, especially in this time of rapid evolution of technologies and widespread infusion of digital information. Because such issues as intellectual property and Internet privacy and safety have become more prominent, *Ethics* is an individual standard in this revision. It is crucial that accomplished library media specialists continue to take leadership in upholding their professional ethics and in teaching the appropriate and ethical use of information to a new generation of learners.

The nature of advocacy and its importance in the library profession have also changed significantly in the past decade. As a result, advocacy—with its critical companion outreach—is considered a key competency for the accomplished library media specialist. Standard IX—*Outreach and Advocacy* is grounded in the belief that it is essential to have proactive, persistent, and assertive cultivation of supporters who are able to communicate program needs, the contributions of the library media program, and the role of the library media specialist in improving student learning and developing lifelong learners. Maintaining ongoing efforts to build partnerships results in active and broad-based support for the library media program and its services.

Reflective Practice is essential to improved teaching and student learning and is therefore both embedded into the first nine standards and featured in the document as Standard X. This redundancy is intentional based on the belief that reflection must be ongoing and practiced when implementing every standard.

Accomplished library media professionals lead in addressing change as it relates to learners, resources, and instructional delivery. With a focus on creating lifelong learners, they organize, manage, and deliver varied resources. They promote the core values of the library profession—including ethics, equity, outreach, advocacy, and diversity—and ground the delivery of services through the latest information and instructional

technologies and by applying theories of teaching, learning, and library and information studies. It is no wonder that accomplished library media specialists are passionate about the profession, as they balance responsibility with risk-taking to find ways to move library media programs and the profession to the forefront in meeting the needs of the twenty-first century learner.

Developing High and Rigorous Standards for Accomplished Practice

Library Media Standards describes what accomplished teachers should know and be able to do. The standards are meant to reflect the professional consensus at this point about the essential aspects of accomplished practice. The deliberations of the Library Media Standards Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of NBPTS Standards. As the understanding of teaching and learning continues to evolve over the next several years, these standards will be updated again.

An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the classroom, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity.

Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape learning. Teaching frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings, and it is subject to revision on the basis of continuing developments in the classroom.

The paradox, then, is that any attempt to write standards that dissect what accomplished teachers know and are able to do will, to a certain extent, misrepresent the holistic nature of how teaching actually takes place. Nevertheless, the fact remains: Certain identifiable commonalities characterize the accomplished practice of teachers. The standards that follow are designed to capture the knowledge, artistry, proficiency, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching.

The Standards Format

Accomplished teaching appears in many different forms, and it should be acknowledged at the outset that these specific standards are not the only way it could have been described. No linearity, atomization, or hierarchy is implied in this vision of accomplished teaching, nor is each standard of equal weight. Rather, the standards are presented as aspects of teaching that are analytically separable for the purposes of this standards document but that are not discrete when they appear in practice.

Standard Statement—This is a succinct statement of one vital aspect of the practice of the accomplished teacher of library media. Each standard is expressed in terms of observable teacher actions that have an impact on students.

Elaboration—This passage provides a context for the standard, along with an explanation of what teachers need to know, value, and do if they are to fulfill the standard. The elaboration includes descriptions of teacher dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

In addition, throughout the document are examples illustrating accomplished practice and demonstrating how decisions integrate various individual considerations and cut across the standard document. If the standards pull apart accomplished teaching into discrete elements, the examples put them back together in ways more clearly recognizable to teachers. Because the National Board believes there is no single “right” way to teach students, these examples are meant to encourage teachers to demonstrate their own best practice.

Library Media Standards Statements

The National Board for Professional Teaching Standards has organized the standards for accomplished library media specialists into the following ten standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in library media.

Standard I: Knowledge of Students

Accomplished library media specialists understand the academic, personal, and social characteristics of students and relate them to learning.

Standard II: Teaching and Learning

Accomplished library media specialists understand and apply principles and practices of effective teaching in support of student learning.

Standard III: Knowledge of Library and Information Studies

Accomplished library media specialists understand and apply the principles of library and information studies to support student learning and to create an effective, integrated library media program.

Standard IV: Leadership

Accomplished library media specialists are visionary leaders in their schools and in the profession.

Standard V: Administration

Accomplished library media specialists use a range of strategies and techniques to manage and administer effective library media programs.

Standard VI: Integration of Technologies

Accomplished library media specialists use technologies effectively and creatively to support student learning and library media program administration.

Standard VII: Access, Equity, and Diversity

Accomplished library media specialists provide access, ensure equity, and embrace diversity.

Standard VIII: Ethics

Accomplished library media specialists uphold and promote professional ethics and ethical information behavior.

Standard IX: Outreach and Advocacy

Accomplished library media specialists promote the library media program through outreach and the development of advocates.

Standard X: Reflective Practice

Accomplished library media specialists engage in reflective practice to improve student learning.

Standard I

Knowledge of Students

Accomplished library media specialists understand the academic, personal, and social characteristics of students and relate them to learning.

Knowledge of students involves understanding individual abilities and needs as well as human growth and development and current learning theories. Accomplished library media specialists¹ are knowledgeable about the insights that current learning theories offer regarding how students learn best and the contributions such theories make to identifying and designing best practices. Library media specialists work effectively with students of all ages and abilities in a variety of settings and understand the academic, personal, and social characteristics that influence students' learning. Based on the needs and characteristics identified, specialists develop and modify instruction and programs to make learning possible for all students. Specialists understand the positive effects that library media programs can have on students' learning and lives.

Knowledge of the Student as an Individual

Accomplished library media specialists understand students' characteristics, values, interests, and talents. Specialists are uniquely positioned to interact with and influence every student in the school as they work with them in a variety of curricular areas and interact with them as they progress through the grade levels. Specialists educate students in a variety of ways, from formal instruction to individualized attention, as students seek information for personal interests. The distinctive position occupied by specialists offers them knowledge of students as individuals, which can alert specialists to issues that other teachers may not have observed.

Accomplished library media specialists are keenly aware that students come from a variety of family² structures. Specialists understand that students' needs vary based on the support they receive from home. They carefully consider policies and procedures to ensure the library media program best serves students. For example, the accomplished specialist may encourage a student to check out books at various reading levels because the specialist knows a family member reads with the child at home. Specialists are aware that home situations affect students' needs for

¹ All references to *library media specialists* or *specialists* in this document, whether stated explicitly or not, refer to accomplished library media specialists.

² *Family* is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

information and resources. For example, the specialist who knows that a student is struggling with a difficult home situation might show compassion by actively listening and suggesting resources related to the issue.

Accomplished library media specialists are compassionate individuals who are attuned to personal issues that affect students. Specialists take time to discover individual students' interests and passions to build relationships with them. For example, the accomplished specialist may encourage and support students interested in digital photography in creating a digital literary magazine. Specialists actively solicit students' opinions and insights about the school, the library, and the resources in it.

Accomplished library media specialists' knowledge of students' needs drives all facets of the library media program. Specialists are aware of such social influences as peers, families, popular culture, and social pressures. Specialists follow trends in literature, technology, gaming, music, sports, or fashion to understand the students' personal interests and needs. Because of this knowledge, accomplished library media specialists plan instruction and programs that address the individual needs of all students. For example, after observing a new student who is struggling to make friends, the specialist takes steps to connect the student with peers who have similar interests.

Accomplished library media specialists recognize that library media programs affect student learning. Specialists understand that students perform at different reading levels, have various experiences of academic success, and have differentiated needs. Specialists take these elements into consideration when making selections for the library collection. For example, a library media specialist who notices a student struggling with a reading assignment may find alternative resources for that student at the appropriate reading level.

Knowledge of the Student within the School

Accomplished library media specialists recognize that students are products of their cultures and families. The school community¹ itself is a culture in which every student should feel valued, and specialists understand and contribute effectively to this culture.

Accomplished library media specialists understand that family structures vary and families' cultural, economic, and social situations have significant effects on how well students are prepared to learn and to succeed. For instance, specialists might assist students whose families are facing economic hardships by providing supplies for students to use at home to complete a project. They may also link families in need with appropriate social service agencies. Specialists ensure that the collection contains materials in which students see themselves and their families. For example,

¹ All references to the *school community* in this document refer to students, teachers, staff, and administrators.

in a school with a high percentage of Spanish-speaking students, a library media specialist might build a strong collection of bilingual materials for students who are learning English and who wish their parents to read with them. A school's collection may also contain materials that reflect families with single parents, with same-sex parents, or with more than one generation in the household.

Accomplished library media specialists create environments that serve as safe havens to students who know their feelings and appearances will be respected. Specialists interact with students who are challenged with personal problems, such as self-esteem or peer pressure, and make information about these problems available in the library collection. For example, after meeting with the guidance counselor, the library media specialist may purchase resources that address students' personal issues.

Accomplished library media specialists may employ a variety of assessment strategies and exercise their skills as active observers to analyze the school climate. Specialists draw from this knowledge of the school environment and culture to make informed decisions to provide resources to meet students' needs and interests. For example, after a recent increase in student suspensions related to bullying at the middle school level, the specialist may initiate a lunch discussion about a novel in which bullying is the theme. Accomplished specialists may also volunteer to mentor a student dealing with a behavioral challenge and encourage the student to work as an assistant in the library.

Knowledge of Learning Theory

With an understanding of how learning occurs, accomplished library media specialists act as instructional partners with teachers to help students achieve academically. Specialists understand the relationships between student learning and theories about cognitive processing, social learning, and human growth and development. Specialists make accommodations for individual differences and for approaches to learning related to age, gender, cognitive and motor skills, multiple intelligences, learning styles, motivational levels, and exceptionalities. Specialists' knowledge of human growth and development and their insights into students' behaviors enable them to understand how students perceive, access, and use information. Accomplished specialists provide physical and intellectual access to information in ways that reflect relevant learning theories. They work closely with individuals to help them find and select engaging resources and materials that are suited to individual learning needs, reading levels, and personal interests. For example, during a collaborative unit on "my neighborhood" with early childhood students or a research project on world exploration with secondary students, a specialist might integrate the use of models, local newspapers, maps, globes, or online satellite images.

Accomplished library media specialists investigate current learning theories and draw upon these theories, as appropriate, to guide their decisions as they work with students. Specialists are sophisticated consumers of research who read professional

literature, continue educational coursework, and engage in other professional development. For example, specialists might participate in an online seminar on gender research and integrate their new knowledge into practice by establishing a gender-specific book discussion group. Specialists also may read research on how autonomy influences motivation toward learning and suggest choices for the final product of a poetry unit, such as an audio presentation, oral interpretation, written expression, or theatrical performance.

Reflection

Accomplished library media specialists get to know and understand students through their academic, personal, and social characteristics. Specialists reflect on students' growth and development and on how students learn best. Library media specialists assess students' characteristics and their own practices and programs to modify their instruction and to understand how best to meet all students' needs.

Standard II

Teaching and Learning

Accomplished library media specialists understand and apply principles and practices of effective teaching in support of student learning.

Teaching involves designing and developing effective instruction, creating active and positive learning environments, developing effective learning strategies, and strengthening and supporting the school curriculum, all of which results in student learning. Accomplished library media specialists are instructional leaders who demonstrate subject-matter knowledge. Accomplished library media specialists effectively apply instructional principles and practices established by research and theory to create meaningful learning opportunities for students.

Applying Learning Theory

With a knowledge base in learning and information-seeking theories and with knowledge of a school's full curriculum, accomplished library media specialists co-plan, co-teach, and co-assess with teachers to create a wide range of learning opportunities. (See [Standard III—Knowledge of Library and Information Studies](#).) Specialists teach all members of the learning community¹ to gain access to and use resources that will improve instruction and foster learning. Such professional collaboration places accomplished library media specialists at the center of collegial efforts to meet the diverse needs of all learners at every level.

Accomplished library media specialists apply learning theories and best practices to design instructional opportunities for the full range of students. Specialists' plans and lessons address differentiated and appropriate levels of scaffolding to increase or extend every student's knowledge base. For example, accomplished specialists may purchase a core collection of board books and oversized big books for pre-kindergarten circulation and lessons. Specialists may use their knowledge of learners with autism spectrum disorders to design specific strategies that allow these learners to participate more fully. Specialists may also use their knowledge of best practices to enrich learning opportunities for English language learners by providing them with audio versions of materials in English or texts translated into primary languages for assigned or recreational reading.

¹ All references to the *learning community* in this document refer to students, teachers, staff administrators, families, area residents, and other stakeholders, as appropriate.

Designing and Developing Instruction

Accomplished library media specialists' knowledge of design, development, assessment, resources, and information access enables them to collaborate effectively as instructional partners with teachers. Specialists create and administer programs that improve the learning environment, address higher-level thinking, deepen students' subject-matter knowledge, and enhance learners' abilities to access and understand information.

Accomplished library media specialists co-teach in a number of subject areas. They provide instruction in critical thinking, information seeking and use, and emerging technologies for learners with diverse needs. (See [Standard VI—Integration of Technologies](#).) Specialists provide opportunities for students to become independent lifelong learners and to engage in self-assessment. For example, after students complete research projects, the library media specialist provides them with self-reflective questions so they become skilled in using meta-cognitive strategies. Specialists are adept at employing effective teaching methods and strategies to engage students. For instance, in collaboration with teachers who wish to conduct virtual field trips to art museums, accomplished library media specialists would select appropriate Web sites and co-design strategies to enrich this learning opportunity.

Specialists provide purposeful and focused explanations and demonstrations and work with teachers to evaluate student performance. In a group project for upper level elementary students to create a digital resource on the fall of the Berlin Wall, a history teacher might evaluate students' final products, while the library media specialist might evaluate their research process, the quality of their references, and their use of technology in creating the product. Specialists recognize and take advantage of teachable moments. Accomplished library media specialists inspire students and teachers to approach assignments from unique perspectives by using creative channels and advanced information skills.

Creating an Active and Positive Learning Environment

Accomplished library media specialists are aware that the physical environment of the library media center affects the learning process. Specialists use the physical setting of the media center as an effective instructional tool to encourage recreational reading and lifelong learning. They create an open, friendly, and pleasant environment that attracts students and teachers. Specialists establish a task-oriented environment that accommodates a variety of concurrent activities in which learners may function at their highest levels.

Accomplished library media specialists recognize that an active and positive learning environment extends beyond physical space. Specialists maintain an inviting and innovative virtual presence for the library media program that supports and involves learners in both their educational and personal development. Specialists are committed to creating a resource-rich virtual environment in which all stakeholders of the school and the library media program are welcome to participate in activities that

enrich the greater learning community. For example, the library media specialist may create spaces on the school's Web site for all members of the learning community to discuss an academic project or to contribute suggestions for new resources for the library's collection.

Accomplished library media specialists anticipate changes to the learning environment and advocate for policies based on the latest research and best practices to accommodate these changes. For example, they may incorporate high school students' interests in using personal digital devices in school by incorporating them into the learning process.

Accomplished library media specialists effectively employ a number of grouping strategies to optimize students' learning outcomes in the library media center. Depending on the specific instructional purpose, specialists are equally comfortable with whole-class, small-group, or one-on-one approaches. Specialists, often in collaboration with teachers, recognize that effective grouping strategies enhance social interaction among learners; respect developmental levels including those of learners with exceptionalities; facilitate maximum participation; establish a culture of trust, responsibility, and mutual respect; and create teachable moments. Specialists choose grouping activities that promote cooperation and present opportunities for individual and group inquiry. For example, specialists may create groups and modify instruction based on the availability of technological resources when there is a lack of access to technologies for every student.

Strengthening and Supporting Curricula

Accomplished library media specialists are valuable team members in curricular efforts at local, state, and national levels. Specialists respond positively to local and state curricula changes designed to improve student learning and to meet the greater community's high expectations. Specialists participate in committees or seek information outside their school to obtain insight into curricular needs and goals and to facilitate decision-making in their own schools and programs.

Accomplished library media specialists in collaboration with content teachers infuse advanced information skills, gleaned from a variety of state and national guidelines, into the school curriculum. This process of synchronization results in collaborative teaching, in which the whole is greater than the sum of the parts.

Accomplished library media specialists possess broad and comprehensive knowledge of the curriculum. As instructional leaders, specialists coordinate interdisciplinary projects by bringing together teachers to develop and implement units of study collaboratively. For example, an accomplished specialist aware of parallel units on famous painters of the Renaissance in both art and social studies will partner with these subject-area teachers to develop a project that incorporates the expertise of all those involved. This cross-curricular, collaborative work results in rich learning opportunities for students.

Accomplished library media specialists assist teachers in creating frameworks for research, allowing students to generate innovative projects that involve a wealth of information resources. For example, to expand and deepen students' understanding of Native American culture, specialists may work with them to incorporate materials from primary source databases—including photographs, videos, or audio materials—to create a documentary.

Reflection

Accomplished library media specialists reflect on the processes and products of teaching and learning. Specialists purposefully use learning theories to guide their practices and reflect on how these practices can be best applied to various learning environments and for learners with diverse needs. Specialists realize that teaching and learning are cyclical processes that must be continually evaluated and refined, and they include others in these processes to ensure successful effects on learning. Library media specialists compare their own practices with the best in the field and make adjustments to meet the needs of the learners they serve. Accomplished specialists make conscientious short-and long-term plans to acquire new knowledge and to improve their programs and practice through professional development opportunities.

Standard III

Knowledge of Library and Information Studies

Accomplished library media specialists understand and apply the principles of library and information studies to support student learning and to create an effective, integrated library media program.

The library and information studies field focuses directly on how to connect people with the information they need and want. Library and information studies encompass the creation, acquisition, organization, representation, storage, retrieval, management, and use of information in all formats. The field is concerned with the technologies that support these functions and with the strategies people develop and use to search for and locate the information they need to satisfy a wide range of needs. Accomplished library media specialists apply the principles of library and information studies to establish purposeful and integrated library media programs that meet the needs of the greater community. Poised at the intersection of information and technology, specialists are leaders in using information and communication technologies to support the library media programs.

Knowledge of the Principles of the Profession

Accomplished library media specialists recognize that knowledge of and adherence to the principles of the profession are the foundation upon which effective library media programs are built. This foundation guides specialists in their approaches to staffing, assessing, supporting, and administering library media programs. Specialists apply this foundation in developing curriculum, collaborating with others, delivering instruction, and assessing students' learning.

Accomplished library media specialists use the principles of library and information studies to ensure that programs are meaningful, well-articulated, and connected to the learning community's ongoing needs and goals. Specialists understand how to create and manage collections that embrace intellectual freedom by incorporating diverse ideas, viewpoints, and experiences. Library media specialists are well versed in the research base of the profession, its strategic and long-range planning processes, methods of effective policy development, and best practices for program administration and maintenance. Fully aware of the fundamental relationships among reading, information literacy, and library media programs, specialists work effectively to inspire others to master concepts and skills related to multiple literacies.

Knowledge of Effective Organization and Practice

One responsibility of the accomplished library media specialist is to establish procedures for selecting, storing, accessing, and retrieving information. Administrative responsibilities include the acquisition, processing, organization, dissemination, and maintenance of the collection. Each of these tasks is a necessary component of fulfilling the overall goal of providing efficient and effective physical and intellectual access to information and resources. Accomplished library media specialists know how to administer library media programs by developing collections of carefully selected resources that are organized, maintained, and targeted to contribute to student learning.

Knowledgeable about facility design and management, accomplished library media specialists recognize the necessity of meeting the diverse needs of members of the learning community. Specialists regularly involve others in discussing optimal facility use, and they understand the advantages of flexible scheduling, extended hours, and remote access to the library's resources. Specialists know how to use technologies to help create inviting and comfortable places to foster learning. For example, the accomplished library media specialist may recommend that wireless Internet access be available so that students can work in small groups throughout the school.

Accomplished library media specialists recognize research as a guide to practice. Specialists know how to employ evidence to guide decision making and policy formation within their learning communities. With a solid grounding in research techniques and an appreciation for conducting their own research, specialists strive to build programs that are innovative and progressive. For example, the accomplished library media specialist may use research on cognitive processing to design meaningful student self-assessments.

Knowledge of Collections

Accomplished library media specialists are well versed in a variety of resources in many formats for learners with diverse needs. Familiar with a wide range of children's and young adult literature, specialists demonstrate that they know how to select literature appropriate to learners' curricular areas, ability levels, languages, and personal interests. Specialists' understanding of current and emerging media formats underlies the selection of these resources to engage students. For example, students may create video book reviews for the library media specialist to upload to an online public access catalog.

Accomplished library media specialists understand the importance of multiple literacies and facilitate students' interaction with digital, visual, textual, technological, and other forms of information. Specialists recognize that the abilities to access, evaluate, and use information in all formats are critical information skills for students. Specialists match students with the appropriate resources in the proper formats to address their interests and needs and to maximize their potential.

Accomplished library media specialists recognize the value of professional collections for teachers and other staff members. Specialists use these collections as sources of professional development for the learning community. Specialists are skilled in instructing staff in the use of information resources and in making these resources relevant to the curriculum. For example, accomplished library media specialists may alert faculty to professional journals newly available in subscription databases.

Knowledge of Information Seeking

Accomplished library media specialists are experts in methods of information seeking and retrieval. They are knowledgeable about a variety of models for information seeking and use, and they draw from these models to guide their own practice. They know how to integrate information seeking into the teaching of creative and critical thinking necessary for problem solving. Specialists are familiar with techniques to help learners articulate their information needs through reference interviews. Specialists instruct learners in effective strategies for identifying, retrieving, and evaluating information. For example, the specialist working with young children might teach students how to use the online catalog to find picture books that relate to their personal interests. The specialist working with upper elementary and middle school students may create a game in which students generate criteria for evaluating Web sites in their areas of interest. Specialists working with secondary students might guide them in using virtual reference services to retrieve targeted information related to their interests.

Accomplished library media specialists guide students in using information as a tool for learning, in assessing themselves on how well they have learned, and in taking responsibility for their learning. For example, library media specialists may direct students to appropriate resources by using pathfinders and support their self-reflection through the use of rubrics.

Knowledge of Information and Communication Technologies

Accomplished library media specialists demonstrate expertise in using technologies for information creation, storage, retrieval, organization, and communication. Specialists understand the architecture and use of information and communication technologies and how to use them for support, instruction, inquiry, discovery, and innovation. Specialists understand that learning has a social context, as well as an individual dimension. For example, the specialist may design student debate projects that make use of social media. In another instance, the specialist may work with students to create multimedia presentations about social justice, which they post online to share with the global learning community.

Accomplished library media specialists know about the full range of materials in print and digital formats, and they apply critical criteria for their selection, acquisition, classification, organization, dissemination, management, and maintenance. Because new technologies related to library media emerge constantly, specialists

are committed to seeking new knowledge and updating their existing knowledge to stay abreast of these technologies. Specialists participate in committees or teams to inform members of the learning community about emerging technologies and how best to use such resources. While establishing programs that continually demonstrate effective collaboration, accomplished library media specialists establish information-rich environments that support their learning communities by using technologies creatively and ethically.

Knowledge of Ethical and Legal Tenets

Accomplished library media specialists believe that everyone has the right to equitable and open access to information, facilities, technology, and staff members. Specialists know the ethical codes of the profession and apply them within the context of school district policies and regulations regarding library media services. For example, the accomplished library media specialist may give a presentation at a faculty meeting about copyright and fair use of print and digital materials. Specialists respect and model the tenets of intellectual freedom, preserve the confidentiality of information requests, follow procedures for proper citation, and adhere to guidelines and laws governing intellectual property and fair use across all media. At the same time, specialists ensure that others understand the key principles of the profession and follow procedures regarding copyright, fair use, confidentiality, and intellectual freedom. (See [Standard VIII—Ethics](#).)

Reflection

Accomplished library media specialists understand the importance of continuous reflection on their knowledge and understanding of the basic principles of the library and information studies field. Specialists are lifelong learners who reflect on how to effectively incorporate numerous and rapid changes in resources and tools into the library media program. They know how to evaluate the effectiveness of new resources and technologies as they strive to continually develop and improve the library media program.

Standard IV Leadership

Accomplished library media specialists are visionary leaders in their schools and in the profession.

Leadership requires inspiring others to work together toward a common goal, which is integral to developing successful library media programs. Leadership entails the willingness to serve as teachers and learners who listen to and act upon ideas from students, library media colleagues, subject-area teachers, and administrators. Visionary leadership requires sustained professional commitment, innovation, and thorough knowledge of opportunities and challenges facing the library media profession. Risk taking in its many forms is central to effective leadership. Accomplished library media specialists are leaders who move library media programs and the profession forward. Working from local to global communities, accomplished specialists build relationships with organizations and stakeholders to develop effective library media programs and advocate for learning. Accomplished library media specialists strengthen library media programs by assuming responsibilities of instructional, administrative, and professional leadership.

Instructional Leadership

Accomplished library media specialists provide consistent and visionary instructional leadership. Specialists are catalysts for purposeful change that engages and challenges students in uniquely meaningful ways and that places them at the center of the learning process. Through collaboration with teachers, administrators, families, volunteers, and others, specialists develop programs and design curricula that address school and district initiatives. Specialists understand and model instructional best practices and advocate for educational opportunities for all learners.

Specialists use informed, evidence-based practices to identify strengths and weaknesses in library media programs and build knowledge to make informed decisions and modifications which result in stronger library media programs. Library media specialists use current technologies to gather, analyze, and share the results of evidence. Their overall goal is to empower members of the school community to be lifelong learners.

As leaders, accomplished library media specialists adhere to principles of diversity, equity, and ethics. (See [Standard VII—Access, Equity, and Diversity](#) and [Standard VIII—Ethics](#).) They provide differentiated instruction to address the diverse needs of learners and work in partnership with their colleagues to provide equitable

access to appropriate resources. Specialists assume leadership roles to protect learners' First Amendment rights, intellectual freedom, and online safety. For example, they may offer online programs about the ethical and effective use of the Internet for students, staff members, and families.

Administrative Leadership

Accomplished library media specialists are active and deliberate in the administration of library programs. Specialists interpret and implement policies to ensure equity, access, and the ethical use of information and resources. Library media specialists stay current and informed about educational trends and developments as they relate to policies and program needs.

Accomplished library media specialists work with others to create learning environments that address the needs of all learners. They use continuous reflection to review and evaluate the goals, methods, and resources of the program and make modifications as needed. For example, recognizing that a flexible schedule would improve the library media program and increase student achievement, the library media specialist might present a proposal to the principal seeking support for this change.

Accomplished library media specialists understand the advantages of maintaining a positive outlook, which enables them to view potential problems as opportunities for change and innovation. Creativity characterizes the practice of accomplished library media specialists. They seek new ideas and use their wide range of professional experiences to solve problems. In situations where they find that availability of equipment and resources is limited, specialists innovate, modify, or create alternatives as necessary. They regard innovation as a means to bring about positive change, while advocating for improvements in available resources.

Accomplished library media specialists understand the value of the budget process. They demonstrate leadership while preparing for the budget cycle by clearly articulating the schools' educational needs, resources, and priorities with administrators based on analysis of data and the need to support student learning. Specialists use evidence to create arguments for strong and sustained budget support to implement short- and long-term goals.

Accomplished library media specialists implement initiatives and create partnerships to further the mission and goals of library media programs. Partnerships may include strategic alliances with public or university libraries, local businesses, and other key stakeholders. In addition, specialists build partnerships with students, teachers, staff members, volunteers, and families. Specialists encourage members of their greater communities to have active voices in support of library media programs.

Professional Leadership

Accomplished library media specialists share their influence and expertise with school colleagues, with members of their local and global communities, and with associates in their professional organizations. They motivate others to participate in the profession and to promote the field. Their abilities to build strong relationships with teachers, school administrators, and members of the greater community are fundamental to implementing positive and lasting changes. Library media specialists offer leadership at the peer level by mentoring other members of their school communities and encouraging best teaching and learning practices. Working with educational and government leaders at local, state, and national levels, specialists advocate for student achievement, library media programs, and lifelong learning. For example, they may work with state education departments to develop or revise library media standards. Specialists may serve on education policy committees to advance goals of their profession in relation to other educational goals, or they may communicate with legislators to encourage library and educational best practices and staffing patterns.

Accomplished library media specialists are leaders who design and deliver professional development programs from their local schools to the national level. For example, when presenting at state or national conferences, a library media specialist may partner with a kindergarten teacher to highlight successful collaborative efforts to teach patterns in mathematics. As curriculum specialists and technology experts, library media specialists are particularly well-suited to anticipate faculty professional development needs. They work with administrators and instructional teams to plan and provide professional development for specialized groups of teachers or entire faculties, particularly in the area of new technologies. Specialists use the power of technology to deliver professional development opportunities to their colleagues both synchronously and asynchronously. For example, they may design and deliver an online seminar for science teachers on how to incorporate images and videos from a national science database into classroom presentations. Library media specialists may also participate in professional development programs to update their own knowledge and share information, processes, and challenges gained from these endeavors.

Reflection

Accomplished library media specialists continuously engage in reflective practices to strengthen their leadership skills. As part of their dedication to reflective practice, they take pride in the creative means they employ to meet challenges. Their reflections on the strengths and weaknesses of library media programs lead them to enact effective changes. They assess how their instructional, administrative, and professional leadership skills affect learning, and they reflect upon how the results of risk taking may improve the library media program.

Standard V

Administration

Accomplished library media specialists use a range of strategies and techniques to manage and administer effective library media programs.

Administration of the library media program involves planning, implementing, managing, and evaluating the library media program to ensure that students, faculty members, administrators, and other staff members use ideas and information effectively. Accomplished library media specialists recognize that this administrative role makes them unique. Specialists must balance their instructional role, information specialist role, and administrative role in a fluid environment that is flexible, adaptive, and interactive. Library media specialists understand that to be successful, they must be effective managers of the facility, collection, program, and library support staff. Administrative tasks are often behind-the-scenes functions of the library media program, but these functions are critical to the development of effective programs. Accomplished library media specialists are able to demonstrate and articulate the value of these tasks to various stakeholders.

Planning the Library Media Program

Accomplished library media specialists work closely and regularly with their learning communities to develop vision and mission statements and establish goals, objectives, policies, and procedures for the library media program that align with school, district, state, and national standards. Specialists ensure that these statements continue to evolve systematically in response to data and experience. As knowledgeable leaders, library media specialists participate in curriculum, planning, and departmental committees. Through consistent interaction with their school communities, specialists select appropriate materials and resources based on curricular needs and consider this information when developing immediate and long-range plans.

Accomplished library media specialists create strategic plans that fulfill the vision and mission of each program and that reflect school and district goals. Specialists ensure that all policies and procedures are based on the core values of librarianship, and they use self reflection, stakeholder input, and data to create a vital, continually-evolving program. For example, in response to data showing a decline in writing skills, the specialist might arrange for a writer-in-residence program. The writer's program would expose pre-kindergarten students to the parts of a story and, for older students, the program would provide small group workshops on writing.

Accomplished library media specialists create budgets, provide related rationales, and assign priorities using data-based evidence from their strategic planning. They secure funds to support priorities and make steady progress to attain the library media program's mission, goals, and objectives. Specialists explore a range of sources to supplement library media budgets through grants, fundraising, in-kind donations, and other funding. By evaluating and assessing their resources, accomplished library media specialists anticipate future resources and technology needs and plan and budget accordingly. The goal of budget planning is to develop programs to improve teaching and to strengthen student learning.

Implementing the Library Media Program

Accomplished library media specialists use the results of their planning efforts to implement the library media program. Specialists continually collaborate with colleagues to select, acquire, organize, and provide resources essential to implementing the library media program. In collaboration with administrators and teachers, specialists develop a collection consisting of diverse formats to meet students' personal and curricular needs. Specialists select, organize, and develop units of instruction and appropriate resources that integrate multiple literacies and information concepts and skills into curricular areas. For instance, in addition to providing resources, accomplished library media specialists may collaborate with the mathematics, music, and English teachers to develop and team teach a unit that affords students the opportunity to demonstrate their content-related skills by composing and performing an original musical or literary piece for entry into an international arts competition. Specialists provide staff development opportunities for teachers to learn how to use library resources, and they offer strategies for curriculum planning and classroom instruction. Specialists also involve families and other community members when developing library media programs.

Accomplished library media specialists engage students and enhance their learning opportunities. Specialists model attributes of effective teaching practices as they foster development of multiple literacies by working with students individually and in small and large groups. Library media specialists hold students to the highest expectations and use the full array of available resources to maximize each student's potential. Accomplished specialists are mindful of the diverse needs of students and ensure equitable access to all resources. By implementing differentiated instruction, specialists accommodate students' developmental levels, learning styles, exceptionalities, and cultural backgrounds. Library media specialists collaborate with teachers and other colleagues to develop and deliver direct instruction. Specialists provide support for independent student learning through tools such as pathfinders, lists of resources, and online research databases. For example, the accomplished library media specialist might collaborate with the art teacher to host a mock gallery opening in the library, showcasing students' work from their independent research on famous artists.

Accomplished library media specialists expand their reach through a variety of programs. For example, specialists may provide opportunities for families to learn

about literacy programs and strategies, effective use of information and resources, and the services of the library media program by offering online or after-hours activities. Specialists organize events such as reading initiatives and other efforts to promote library media services. These events may occur in conjunction with community-based and national programs, such as National Library Week. Through their coordination with other staff members, library media specialists, for instance, may plan a school literacy night during which authors, families, and other members of the greater community are invited to read or participate in storytelling. Pre-kindergarten students may participate by acting out stories while secondary students may perform dramatic readings. All this might be captured in digital format and shared on the school Web site.

Managing the Library Media Program

Accomplished library media specialists demonstrate effective management skills by promoting policies and procedures, based on the core values of librarianship, to guide the operations of the program. Specialists defend intellectual freedom, ethical use of information, copyright and fair use laws, and equitable access to all information. They advocate for flexible scheduling and open access to resources and information to meet students' learning needs as they arise. Specialists work with a range of individuals to secure and organize resources and equipment for the most efficient operations possible.

Using input solicited from the learning community, accomplished library media specialists oversee and enhance programs that include effective collection development, instruction, and evaluation. Specialists communicate program accomplishments and needs through systematic reports to administrators, teachers, and other stakeholders. For example, library media specialists might provide regular communications about successes, challenges, ongoing events, usage, circulation, new acquisitions, technology updates, literature reviews, or current educational trends.

Following best library practices, accomplished library media specialists manage collections through a continual process of review. They assess strengths of current collections and develop and maintain resources appropriate for the specific needs of their learning communities. These collections may include digital resources and online networks that disseminate information to learning communities. Library media specialists ensure that collections serve the needs of diverse cultures and reflect the principles of intellectual freedom.

Accomplished library media specialists create inviting environments conducive to learning. Specialists recruit, select, and train library media support staff as well as student, family, and community volunteers. An accomplished specialist is skilled at directing the activities of support staff and volunteers to allow the specialist to focus attention and time on instruction and leadership. Specialists may recommend, select, or purchase library media center furniture and equipment that incorporate both ergonomic and assistive technologies. Following recommendations of the

Americans with Disabilities Act and local policies, specialists ensure that programs, resources, and facilities are appropriate for learners with diverse needs.

Evaluating the Library Media Program

Accomplished library media specialists systematically evaluate the library media program. Specialists recognize that evidence-based assessments are tools to support improvements in instruction and learning. By analyzing program data and assessing student achievement, specialists ensure that programs meet their missions to enable learners to use information and ideas effectively and to become lifelong learners. Knowing that assessments are ongoing and do not occur in isolation, library media specialists seek feedback from all members of their learning communities, analyze it, and incorporate it into program revision. Specialists may use technologies to generate evidence that demonstrates the impact and relevance of library media programs. For instance, the accomplished library media specialist might use an online survey tool to collect data from students and staff on their perceptions of the library media program and subsequently incorporate this information into program goals for the following year.

Reflection

Accomplished library media specialists continuously engage in reflective practices to strengthen their administrative skills. Specialists assess the administrative effectiveness of school library programs by focusing on systematically collected data to illustrate strengths and improve upon weaknesses. Specialists also assess the policies and procedures that guide the instructional delivery of school library programs to evaluate their effectiveness. Accomplished library media specialists use research and use stakeholder feedback to meet the needs of all learners.

Standard VI

Integration of Technologies

Accomplished library media specialists use technologies effectively and creatively to support student learning and library media program administration.

Technologies include the full range of text, sound, video, and other digital content, as well as the systems for accessing, processing, and communicating information. Technologies also include systematic processes by which accomplished library media specialists plan, coordinate, and use these as tools. Because new technologies often appear first in the library media center, accomplished library media specialists understand the importance of these tools and the role of library media programs in explaining and promoting their effectiveness and innovative uses. As teachers, library media specialists use an array of technologies for instruction. As program administrators, they use technologies to create and support an effective learning environment.

Using Technologies for Teaching and Learning

The promise of technologies for library media programs comes from their potential to support new ways of teaching and learning. Accomplished library media specialists understand how to use various technologies both to support collaboration with colleagues and to design and deliver effective instruction that addresses meaningful learning goals. Specialists support teacher colleagues in exploring creative and innovative uses of technologies to develop new ways of teaching. Specialists encourage these colleagues to approach assignments in ways that advance students' skills in using technologies to access information and to design and create products that incorporate the latest resources. In their own instruction, library media specialists model best practices for using technologies effectively and imaginatively, in ways that extend students' abilities to use these technologies to support problem solving and creative thinking. They recognize that the use of technology is driven by instructional objectives.

Accomplished library media specialists, using all appropriate technologies, work collaboratively and independently to design and deliver instruction that addresses the full range of literacies that students must develop to become lifelong learners and productive members of society. Both in their own instruction and in partnership with teachers, specialists tie the use of technologies to instructional goals and integrate information and communication skills into technology-enhanced instruction. Specialists encourage teachers to design instruction and assignments

that take advantage of the capabilities of technologies to engage students and facilitate higher-level thinking. For example, accomplished library media specialists might recommend teachers use alternative methods for students' written reports such as pre-kindergarten students taking digital pictures of shapes throughout the school to reinforce mathematics concepts and secondary students creating a digital presentation to represent a time period or event.

By modeling the use of many technologies and integrating them into their own instruction and the instruction they design and deliver collaboratively, accomplished library media specialists help learners become skilled at finding, organizing, evaluating, and synthesizing information from many sources. They instruct learners in responsible and ethical use of information while engaging in critical thinking, problem solving, reflection, and independent learning. Specialists ensure that students know how to plan and conduct research in various subject areas by accessing, evaluating, and using information in print, non-print, and digital formats in ethical and responsible ways. Specialists help students understand principles of fair use, intellectual freedom, respect for intellectual property, responsible use of social media, and rights and responsibilities of digital citizenship. They create and implement innovative learning activities that engage students in using technologies to support higher-level thinking. For example, the accomplished library media specialist might work with a secondary environmental studies teacher to develop a project that requires students to use mobile computing devices. Students would input data they collected into a graphic organizer to support their analyses, evaluations, and understandings of the content. At the early childhood level, specialists might provide an interactive white board for students to sort pictures of items that can and cannot be recycled.

Accomplished library media specialists advise students about research strategies and teach them advanced techniques to increase the effectiveness of their searches. Specialists also work with teachers to create strategies that allow students to collaborate with peers locally and globally to create products using various technologies. For example, an accomplished library media specialist might work with a geography class that is organized into student teams to use online communication tools to research topics related to another country, to find and evaluate the most useful resources, and to work collaboratively with a team of peers in that country. Working with the geography teacher, the specialist might help students design and publish a Web site about the country that reflects each team member's learning and each team's overall understanding of the country. By coordinating activities like these, specialists afford learners opportunities to learn how to use technologies creatively and effectively, which supports them in becoming lifelong learners and helps them prepare for future employment in the workforce.

Accomplished library media specialists use technologies as primary tools for differentiating instruction. For example, specialists might use the results from learning inventories and assessments to help teachers select appropriate materials and formats to meet individual students' diverse learning needs. They work to ensure that all learners are comfortable with technology and are able to use it effectively and creatively. Specialists follow the requirements of the Americans with Disabilities Act

and local codes to locate and use compliant resources. For example, accomplished specialists provide assistive technologies like adapted keyboards, speech-to-text software, and screen-text enlargers to improve access to information for students with visual impairments.

Managing, Maintaining, and Using Technologies for Program Administration

Technologies hold promise for program administration because they greatly enhance the abilities of accomplished library media specialists to plan, develop, implement, manage, and evaluate library media centers and programs. Effective program administration provides a foundation for successful teaching and learning. Technological tools for administration can serve as catalysts for effective instructional programming and higher-level student learning.

Accomplished library media specialists use all available technologies to help create library media centers that are hubs of school communities. Specialists build on current technologies to plan technology-enhanced spaces that attract and invite learners and that showcase available resources and activities. Specialists establish seamless connections between students' use of technology both in and outside their schools. Library media specialists explain, model, and implement policies regarding the acceptable and equitable use of technologies, and they advocate for and seek access to emerging technologies to advance student learning. For example, accomplished library media specialists might write grant proposals to secure technology tools, such as digital cameras, to circulate for students' use at home.

In their administrative role, accomplished library media specialists use technologies to gather and analyze data on programs and activities, such as outcomes of collaborative planning and instruction as well as the circulation of materials. For example, a specialist might regularly post online a report on the activities of the library media center that invites comments from the learning community. As technology provides increased access to information resources outside the media center, specialists include evidence of this access and use in their analysis of library media activities. Specialists use these data in the budgeting process to acquire instructional materials that meet the needs of all students. They may generate and share reports with the learning community. For example, an accomplished library media specialist might use the results of an online survey of parents to generate a report to the school board about the need for funding to purchase new books and other resources for the pre-kindergarten program.

Accomplished library media specialists understand technology issues and challenges and provide solutions to problems in a variety of settings. Within the unique environment of the school or district, the specialist uses evidence to make administrative decisions that optimize technology resources and opportunities for the learning community. In some instances, specialists may be supported by a wide array of technical staff; in others, specialists may be expected to fulfill these technical roles. In each situation, specialists leverage their expertise. For example,

accomplished library media specialists may provide alternatives to educational Web sites that are blocked by filters, while they continue in their efforts to have those Web sites unblocked. Specialists may also recommend an open-source solution in lieu of a commercial software application that is beyond the capacity of the school's current hardware.

Accomplished library media specialists use the technology itself to remain current about emerging technologies, learning theories, and teaching techniques. Specialists participate in online professional communities and other technology-based opportunities for professional development. They take advantage of appropriate Web-based conferencing technologies to foster their own learning, and they monitor related opportunities for their teacher colleagues. Accomplished library media specialists provide professional development for teachers and other leaders in the use of technologies for classroom instruction and encourage them to pursue similar online opportunities within their disciplines.

Reflection

Accomplished library media specialists use technologies both as the grist for reflection and as tools for facilitating that reflection. They carefully consider ways in which they can use technologies creatively to support higher-level learning and better program administration. Specialists ponder the implications for teaching and learning of the technologies they use and those they choose not to use. Although technologies, skills, and policies vary greatly, specialists reflect on their current knowledge and skills and challenge themselves to move forward. They examine the equitable use of technologies among groups across their learning communities. To facilitate their reflection, library media specialists use technological tools, such as electronic journaling, professional discussion lists, and Web-based conferencing. Adept both at applying technologies and at thinking critically and creatively about these technologies' advantages and drawbacks, accomplished library media specialists model for their students the best approaches to using technologies effectively.

Standard VII

Access, Equity, and Diversity

Accomplished library media specialists provide access, ensure equity, and embrace diversity.

Access is the availability of the library media specialist, the physical environment, and information and resources. Equity is the acceptance and inclusion of all learners. Diversity is respect for all learners, regardless of race, nationality, ethnicity, home language, socio-economic status, age, religion, ability level, exceptionalities, physical challenges, sexual orientation, and gender. Providing access, ensuring equity, and embracing diversity are integral to the practices of accomplished library media specialists.

Access

Accomplished library media specialists embrace their role in making ideas and information accessible to all members of the learning community. Specialists are available to support student learning, collaborate with classroom teachers, and provide instruction that meets the full range of learning needs of a diverse population.

Accomplished library media specialists maintain safe, welcoming library environments that encourage maximum use by all learners. Specialists understand the importance of appropriate lighting, space, and décor to create a warm, inviting environment conducive to learning. Library media specialists understand that optimal use of the library media space is critical for access by all learners. They ascertain that the physical arrangement of space and furniture in such a setting supports collaborative and independent work as well as reading for pleasure. They incorporate ergonomic and assistive technologies, following recommendations of the Americans with Disabilities Act and local policies, and they solicit input from resource teachers when developing access plans for students with exceptional needs. For example, the accomplished library media specialist may collaborate with the exceptional needs teacher to select an appropriate electronic device that allows a student with arthritis to record and link audio to writing, enabling the student to be an active participant in a class book writing project.

Accomplished library media specialists provide the learning community with open and least-restricted access to varied materials, such as print, non-print, digital, and online. For example, they may maintain a Web site that allows learners to access library resources remotely. Specialists understand the needs of the learning community and make organizational decisions to maximize access. For example, to

meet the increasing demand for inquiry-based projects, the accomplished specialist might work with administrators to implement or expand flexible scheduling. They may also provide extended library time for early emergent readers and their families. Library media specialists prepare learners with skills that will support their lifelong ability to access materials in any library.

Equity

Accomplished library media specialists are sensitive to the complexities involved in treating all learners equitably. Specialists regard each learner as an important individual and active contributor by welcoming, speaking to, including, and engaging all learners equitably. They accommodate differences in learners' access to resources. For example, accomplished library media specialists may ensure that adequate time is given to complete projects at school, allowing students who do not have computer access at home an opportunity to complete their work.

With a firm belief in each individual's capability and capacity for learning, accomplished library media specialists promote the acceptance and inclusion of everyone within the school. For example, specialists may model how to read a picture book to teen mothers in an afternoon workshop for these mothers and their young children. They demonstrate their creativity by providing resources and services that accommodate students with a variety of learning needs. Specialists could provide sensory materials, such as stress balls, for students with autism; audio books for students with dyslexia; and large-print books for students with visual impairments. For students with gifts and talents, library media specialists might seek access to online library services at a college or university.

Diversity

Accomplished library media specialists create learning environments grounded in high expectations and fairness for all students. Specialists are systematic and purposeful in planning and establishing a climate of fairness and respect. They promote and implement policies and procedures that establish and maintain collections that support the school curriculum and represent varied points of view. Accomplished library media specialists provide materials that promote mutual respect in a variety of languages and formats, as well as materials to educate all learners about diversity. For example, they may acquire books and materials that challenge gender stereotypes.

Because the attitudes they manifest set powerful examples for young people, accomplished library media specialists conscientiously model behaviors they wish to instill in their students. Specialists promote diversity and ensure that everyone—regardless of race, nationality, ethnicity, home language, socio-economic status, age, religion, ability level, exceptionalities, physical challenges, sexual orientation, and gender—receives equitable opportunities. For example, the specialist might plan collaboratively with teachers to celebrate world cultures. Working with young children, the library media specialist could help students construct simple artifacts representing various cultures. The specialist working with older students might use

Web-based conferencing to provide opportunities for students to communicate with peers in another country.

Accomplished library media specialists are particularly responsive to issues that affect the ways students approach learning. Specialists strive to educate themselves about students' diversities and plan or participate in programming designed to support all students. Library media specialists provide differentiated instruction that meets the needs of their students at all ability and developmental levels. Accomplished specialists recognize and address relevant issues of diversity affecting instruction, student participation, and library management.

Reflection

Accomplished library media specialists engage in reflective practice to ensure equitable access to resources and services for all learners. Specialists gather evidence in various ways, such as conversations, surveys, and interviews with learners, to find ways to improve equity, as they seek feedback to gauge the accessibility of their programs and strengthen areas of weakness. Through continual reflection, accomplished library media specialists recognize their personal perspectives related to access, equity, and diversity, and they do not allow personal biases to stand in the way of their professional judgments and responsibilities.

Standard VIII

Ethics

Accomplished library media specialists uphold and promote professional ethics and ethical information behavior.

Ethics in the field of library media is a set of principles that governs the use, selection, organization, dissemination, and preservation of information in all formats; the appropriate uses of technologies; and responsible information and pedagogical behavior in the learning community. These principles include freedom of access to information; respect for intellectual property, privacy and confidentiality; and equity of access and equitable treatment of students. (See [Standard VII—Access, Equity, and Diversity](#).) Details of these principles can be found in published documents and policies of the profession.

Accomplished library media specialists uphold and promote professional ethics in their learning communities in various ways. Through their instruction and by modeling appropriate actions, specialists educate the entire learning community in the ethical use of information in instruction, the ethical use of resources, ethical digital citizenship, and respect for the creative rights of authors as well as learners' own rights as authors and creators of content. Specialists maintain fair and equitable learning environments.

Accomplished library media specialists know and are familiar with U.S. and international laws that govern information retrieval and use, which enable them to instruct their learning communities in the essential components of information ethics. Specialists teach their students to be responsible for the work they do and to be ethical in their use of information and their creation of products.

Practicing Professional Ethics

Accomplished library media specialists understand and uphold current laws and regulations governing copyright, intellectual property, and fair use. At the same time, they demonstrate their commitment to the principles of the profession regarding confidentiality and intellectual freedom. Through collaboration with members of the learning community, they develop school policies in accordance with professional guidelines and relevant laws and legislation. They ensure that selection and reconsideration policies are in place and followed in the event of materials challenges.

By fulfilling their role as teachers and leaders, accomplished library media specialists model ethical and responsible behavior regarding use of information. They

recognize that advances in technology rapidly affect and modify how information and media can be accessed and used. Specialists continually update their knowledge of copyright regulations and fair use guidelines, and they model the application of these rules. For example, specialists use copyrighted music and images appropriately in their own presentations.

Accomplished library media specialists know it is their ethical responsibility to protect the privacy of students as it pertains to library records. Within the boundaries of laws and policies, they respect learners' rights to seek information and do not reveal to others materials that are borrowed, consulted, or transmitted. They understand student privacy is fundamental to intellectual freedom because it creates an environment in which students are free to fulfill their information needs without fear of being questioned or judged. Knowing the importance of student privacy, the accomplished library media specialist educates library support staff, as well as volunteers and student assistants, about these essential privacy rights and issues. For example, specialists may request that volunteers or student assistants sign a confidentiality agreement.

Teaching Ethical Information Behavior

Accomplished library media specialists demonstrate and communicate to learners key concepts of intellectual property rights, including copyright and fair use. They instill in learners a respect for their own and others' intellectual property. For example, specialists help students understand that once they have created projects, these projects are their own intellectual property, and that all students' property should be respected and protected by established copyright laws and guidelines. Library media specialists guide learners in obtaining and citing sources of their work properly. For example, an accomplished library media specialist will guide a student to retrieve a digital photograph from the public domain appropriately and to cite the source of the photograph correctly. Specialists are attuned to developments in digital information access that might facilitate plagiarism, install measures to counteract it, and educate teachers in its use. For example, library media specialists may collaborate with teachers to develop plagiarism-alert checklists that students can use to self-assess their work. These checklists can also be shared with families.

Accomplished library media specialists understand and educate the learning community about public performance rights and licensing. For instance, specialists may assist a teacher in obtaining permission to use a specific piece of music or commercial video for a school-wide performance. Specialists also demonstrate how to retrieve licensed information ethically using various technologies. For example, accomplished specialists assist colleagues and students in legally downloading audiobooks or other media files.

Teaching Digital Citizenship

Accomplished library media specialists are aware of the latest research and developments in the popular news media concerning safety in the digital age. To ensure

learners' personal safety and privacy, specialists educate them on the appropriate sharing of personal information through digital technologies. For example, specialists instruct learners in the steps necessary to create secure passwords to protect their personal information. Specialists facilitate formal and informal discussions; teach classes and workshops; and provide information for learners about digital etiquette, issues of digital identity, and the impact of their online actions on others. They may teach a lesson analyzing the possible ramifications of personal photographs posted on social networking sites or speak at a faculty meeting about updating the school's acceptable use policy to address cyberbullying.

Accomplished library media specialists conduct presentations for the greater community to advocate for safe behavior and the ethical use of technology. These presentations also make families and the greater community aware of issues, as well as benefits, associated with social media. Specialists demonstrate proper application of various types of social media in the school environment. They also explain digital etiquette and how it relates to student work and to the school's acceptable use policy.

Reflection

Accomplished library media specialists engage in reflective practice when encountering issues of professional ethics and conveying ethical behavior to others. Specialists reflect on new developments in information creation and use to evaluate their potential impact on the learning community. They use their insights to promote the ethical use of information throughout the learning community.

Standard IX

Outreach and Advocacy

Accomplished library media specialists promote the library media program through outreach and the development of advocates.

Outreach is a deliberate process designed to communicate the vision, mission, and activities of the library media program within the school and to the greater community. Building on outreach, advocacy is an ongoing effort to elicit active, broad-based support for the library media program and its services. Accomplished library media specialists engage in outreach and advocacy development within the greater community to build family and community partnerships that foster student achievement.

Outreach

Accomplished library media specialists use outreach to set the stage for advocacy. Specialists seek opportunities to build collaborative partnerships with students, teachers, administrators, staff, families, volunteers, and members of the greater community. Through these partnerships, specialists assess library needs, establish priorities, and use available resources to support and extend the goals of library media programs. Specialists actively serve on committees, such as the school improvement committee, to ensure that library media programs contribute to the overall goals of schools. Specialists extend their visibility beyond their role as the library media specialist. For example, they might attend school concerts or coach teams.

Accomplished library media specialists solicit feedback and suggestions from students and staff, including those who rarely use the library facility and resources, in order to determine how the program might better meet their needs. Specialists also seek help from school advisory committees to ensure that thoughtful and appropriate decisions are made for library media programs. By forming library advisory committees, specialists can request advice and support for issues such as library remodeling or recommendations about library purchases. Because of this communication between library media specialists and school learning communities, library media programs benefit from the advocacy that these voices can provide. For example, accomplished library media specialists may convene their library advisory committees to elicit input about updating the mission of the library, to deal with book challenges or other controversies, or to recommend future programming.

Accomplished library media specialists understand that active, involved, and informed families create a network that supports vital opportunities for learning. Specialists seek out and participate in opportunities to generate enthusiasm for library media programs among families and other members of the greater community. Specialists enlist the aid of families, volunteers, and other partners by using frequent communications to encourage input. Specialists provide the learning community with opportunities to evaluate the program's effectiveness and to make suggestions to help determine the library program's direction. For example, as a result of community input, accomplished library media specialists may reach out to families of English language learners by crafting a specific library orientation program that highlights available resources.

With the goals of strengthening library media programs and expanding multiple literacies, specialists welcome partnerships with educational and cultural institutions, such as public libraries, university libraries, community agencies, and museums. Specialists may offer open houses, online communications, and school and community presentations to develop awareness and promote learning. Specialists promote the core values of the profession, such as intellectual freedom and access to information, to the school community and beyond. They offer evidence-based reporting to inform community stakeholders about the library media program and its achievements.

Accomplished library media specialists welcome opportunities to be involved in the greater community, such as participating in community events, speaking engagements, and committee work, which can bring about interest and support of individuals and organizations for the library media programs. Specialists also invite the community to be involved in the library. For example, accomplished specialists may schedule community events in the library and offer extended hours to draw community members to visit. During a school-wide study of community helpers, specialists may invite police officers to make presentations in the library about community safety. Specialists encourage members of the community to join library advisory committees or library design committees, so that they can become actively involved. Accomplished library media specialists understand that such input is vital in helping the library media program respond to the needs of the entire learning community.

Advocacy

Accomplished library media specialists identify potential advocates, including students, teachers, administrators, staff, families, volunteers, and members of the greater community. Specialists are active and persistent in outreach activities and share information with advocates without waiting for moments of crisis. Specialists clearly communicate the needs of the library media program, as well as the instructional role they have in facilitating students' development of advanced information skills. Specialists successfully organize support for library media programs on a daily basis. They are open, eager, and assertive in providing information about the library media program and promote the program in formal and informal ways to internal

and external audiences. Accomplished specialists understand that advocacy is a deliberate process designed to engage effective advocates for library media issues and programs. For example, the library media specialist may plan an author visit and, to seek support from the parent organization, provide a detailed proposal on how this event supports reading goals for the school. Based on the strong argument established in the proposal, the parent organization may further advocate for the event by inviting school board members to attend a luncheon with the author. To document the event, the specialist might organize a team of students to take photographs or videos and create a digital story that might be used by other learners or presented to the school board.

Accomplished library media specialists advocate for student achievement, library media programs, and lifelong learning to local, state, and national education and government leaders. For example, specialists may work with state education departments to develop strong library media programs in urban areas. To develop advocates, specialists may promote the library media program to their colleagues in other fields. For instance, the accomplished library media specialist might make a joint presentation with a science teacher at a conference for elementary teachers about the library media program's contribution to the science curriculum. Accomplished library media specialists may also serve on education policy committees or councils and advance the goals of their profession in relation to other local, state, or national educational goals. Specialists may support legislation, for example, that advocates fair use of resources for educational purposes.

Reflection

Accomplished library media specialists reflect on the effectiveness of their outreach and advocacy efforts and understand the importance of these efforts for a successful library media program. Based on reflection, specialists update the purposeful and deliberate plan for long-term outreach and advocacy rather than reacting only in crisis. Specialists understand that the plan is evolving in a flexible process that adapts to changes in the student population, learning community, and goals of the library media program. Accomplished specialists continually reflect on the success or failure of outreach and advocacy efforts and modify their efforts to provide a strong library media program for the benefit of all learners.

Standard X

Reflective Practice

Accomplished library media specialists engage in reflective practice to improve student learning.

Reflection is the purposeful, systematic self-examination of one's own practices and of developments in the library media field. Through reflection, accomplished library media specialists can extend their knowledge, improve student learning, advance and strengthen library media programs, and improve collaboration with other members of the learning community. Reflection is central to the responsibilities, professional growth, and leadership of the library media specialist.

Self-Reflection

Accomplished library media specialists are committed to lifelong learning and understand that self-reflection is a continual process that strengthens their practice. Reflective about the learning process, specialists analyze how well their programs meet the needs of all students and determine how the library media program can be made rigorous, relevant, and effective. Specialists examine their own personal strengths and weaknesses, as well as those of the library media program, to improve professional practice.

Accomplished library media specialists use the reflective process to enhance their professional growth. In an ongoing process of self-reflection, specialists examine their ability to communicate effectively with the learning community. Specialists know that examining their own practices with regard to ethical considerations related to the library and information studies field is essential to reflective practice. Specialists study ways to engage learners and to collaborate with others to benefit the learning community. For example, upon the culmination of collaborative projects or lessons, the accomplished library media specialist may evaluate these projects alongside their teaching partners to analyze successes and needs for improvement and to adopt any changes for future instruction.

Reflection on the Library Media Program

Accomplished library media specialists analyze their programs; they set program goals and make certain that these goals are realistic in the context of school, district, state, national, and global initiatives. Specialists recognize that not all decisions produce effective outcomes, and so they develop strategies to evaluate their choices, resulting in improved programs and instruction. For example, specialists might use

the results of staff and student surveys or their own annual reports to help them reflect on the quality and usefulness of their programs. Library media specialists review priorities on an ongoing basis in order to meet immediate and long-range strategic goals.

Accomplished library media specialists provide leadership and engage students, teachers, administrators, staff, families, volunteers, and members of the greater community in conversations about resources, programs, and technologies. Specialists carefully consider these suggestions and study possible refinements. When the curriculum in a specific subject is updated, specialists evaluate whether the resources available in the library media center are effective in meeting students' needs. In this way, analysis of the library media program contributes directly to instruction and influences students' learning opportunities.

Accomplished library media specialists take pride in maintaining a positive outlook, which enables them to reflect on problems as opportunities for innovation. For instance, the library media specialist, reading teacher, and classroom teachers might notice that, on assessments, some students are struggling with informational text. The team identifies specific strategies students could use, and the library media specialist incorporates these strategies into the instruction and guidance that are provided to students during research projects. Library media specialists also reflect on their own instructional practices. For example, after an unsuccessful twenty-minute demonstration on the proper care of library books in which kindergarten students become restless, the specialist might recognize that the problem involved a mismatch between the activity and the attention span of the students. The accomplished library media specialist would make necessary adjustments and revise the lesson, perhaps by shortening the demonstration or incorporating songs or finger play.

The professional challenges of accomplished library media specialists in an evolving field require a continual search for improvement. This search is grounded in dedication to student achievement. Specialists strive to strengthen and expand their knowledge base and to stay current with new trends, technologies, literature, and materials. Specialists reflect on how well they attain and fulfill practices of the profession. By developing the habit of introspective self-assessment, accomplished library media specialists constantly challenge and reinvigorate themselves and take responsibility for their own professional growth and development.

Standards Committees

Standards Committee, Second Edition

Kathy Carroll, NBCT

Library Media Specialist
Ridge View High School
Richland School District Two
Columbia, South Carolina

Xinjie Ding, NBCT

Technology Coordinator
Ernst Prussing Elementary
Chicago Public Schools
Chicago, Illinois

Buffy Edwards, NBCT

District Library Information Specialist
Norman Public School District
Norman, Oklahoma

Nancy Everhart—Co-Chair

Director, School Library Media Program
Associate Professor
Florida State University
Tallahassee, Florida

Carl Harvey

Library Media Specialist
North Elementary School
Noblesville Schools
Noblesville, Indiana

Joquetta Johnson

Library Media Specialist
Milford Mill Academy
Baltimore County Public Schools
Baltimore, Maryland

Tammy Langeberg, NBCT

Teacher Librarian
Warder Elementary School
Jeffco Public Schools
Arvada, Colorado

Carol López Doerksen, NBCT

District Library Coordinator
Kings Canyon Unified School District
Reedley, California

Gregory Lum

Librarian
Jesuit High School
Portland, Oregon

Ann M. Martin

Educational Specialist Library Information
Services
Henrico County Public Schools
Henrico, Virginia

Delia Neuman

Director, School Library Media Program
Associate Professor
The iSchool at Drexel University
Philadelphia, Pennsylvania

Candi Pierce Garry, NBCT—Co-Chair

Teacher Librarian
Wilson Middle School
Hamilton City School District
Hamilton, Ohio

Standards Committee, First Edition

Sharon A. Coatney—Chair

Library Media Specialist
Oak Hill School
Overland Park, Kansas

Jacquelyn E. Crook

Region Librarian
Department of Libraries and Information Services
Chicago Board of Education
Chicago, Illinois

Paula Galland

Media Specialist
Brunswick High School
Brunswick, Georgia

Ann Gilreath

Librarian
Sul Ross Elementary School
Bryan, Texas

Robert J. Grover

Professor and Dean
School of Library and Information Management
Emporia State University
Emporia, Kansas

Sara Kelly Johns

Library Media Specialist
Lake Placid Middle/Senior High School
Lake Placid, New York

Cindy Jolley

Library Media Specialist
Owasso Eighth-Grade Center
Owasso, Oklahoma

Bob Kaplan

Library Media Specialist
Prodel Middle School
Shoreham, New York

Erlene Bishop Killeen

District Media Coordinator and IMC Director
Stoughton Area Schools
Stoughton, Wisconsin

Lena Freeman Murrill

Media Specialist
Guilford Middle School
Greensboro, North Carolina

David Loertscher—Vice Chair

Professor
School of Library and Information Science
San Jose State University
San Jose, California

Mary Lou O'Connor

Library Media Specialist
Winnacunnet High School
Hampton, New Hampshire

Karen Whetzel

Principal
Stonewall Jackson High School
Quicksburg, Virginia

Cynthia Wilson, NBCT

Media Coordinator
Southern Middle School
Roxboro, North Carolina

Nancy Zimmerman

Associate Professor
College of Library and Information Science
University of South Carolina
Columbia, South Carolina

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The National Board for Professional Teaching Standards is deeply grateful to all those who contributed their time, wisdom, and professional vision to *Library Media Standards, Second Edition*. Any field grows, shifts, and evolves over time. Standards, too, must remain dynamic and therefore are subject to revision. In 2009, the National Board for Professional Teaching Standards convened a second Library Media Standards Committee. This committee was charged with achieving both continuity and change, using the first edition of the standards as the foundation for its work but modifying the standards to reflect best practices of the early 21st century. The Library Media Standards Committee exemplified the collegiality, expertise, and dedication to the improvement of student learning that are hallmarks of accomplished teachers. Special thanks go to committee co-chairs, Candi Pierce Garry, NBCT, and Nancy Everhart for their invaluable leadership in making the second edition a reality.

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