Program Report for the Preparation of School Librarians American Library Association/American Association of School Librarians (ALA/AASL) Option 1

NOTE: This form uses the 2019 ALA/AASL standards. Beginning in Spring 2022 all programs must use the new standards.

COVER SHEET

1. Institution Name

2. State

3. Date submitted

MM   DD   YYYY

[ ] / [ ] / [ ]

4. Report Preparer's Information:

Name of Preparer:

Phone: Ext.
( ) -

E-mail:

5. CAEP Coordinator's Information:

Name:

Phone: Ext.
( ) -

E-mail:

6. Name of institution's program

7. CAEP Category

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

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

9. Program Type

○   Other School Personnel

○

Non-licensure/non-certification degree
○ Unspecified

10. Degree or award level
○ Master's (AASL/ALA only recognizes programs at the master's level.)

11. Is this program offered at more than one site?
○ Yes
○ No

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

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

14. Program report status:
○ Initial Review
○ Response to one of the following decisions: Further Development Required or Recognition with Probation
○ Response to National Recognition with Conditions

15. Is your Educator Preparation Program (EPP) seeking
○ CAEP accreditation for the first time (initial accreditation)
○ Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

○ Yes
○ No

SECTION I - CONTEXT

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

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

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

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

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

Program:		
	# of Candidates	

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

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

Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program. (Please refer to the footnotes for clarification)

Faculty Member Name	
Highest Degree, Field, & University[3]	
Assignment: Indicate the role of the faculty member[4]	
Faculty Rank[5]	
Tenure Track	☐ YES
Scholarship[6]**, Leadership in Professional Associations, and Service**[7]**:List up to 3 major contributions in the past 3 years**[8]	
Teaching or other professional experience in P-12 schools[9]	

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) CAEP defines scholarship as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

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

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

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

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

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)			
Assessment #2: Assessment of content knowledge in the field of school librarianship (required)			
Assessment #3: Assessment of candidate ability to plan to meet program needs (required)			
Assessment #4: Assessment of practicum or internship (required)			
Assessment #5: Candidate effect on student learning (required)			
Assessment #6: Additional assessment that addresses ALA/AASL standards (required; see note in Section IV)			
Assessment #7: Additional assessment that addresses ALA/AASL standards (optional)			
Assessment #8: Additional assessment that addresses ALA/AASL standards (optional)			

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

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

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

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

Standard 1: The Learner and Learning. Candidates in school librarian preparation programs are effective educators who demonstrate an awareness of learners' development. Candidates promote cultural competence and respect for inclusiveness. Candidates integrate the National School Library Standards considering learner development, diversity, and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life.

	#1	#2	#3	#4	#5	#6	#7	#8
1.1 Learner development 1.2 Learner diversity 1.3 Learner differences 1.4 Learning environments	☐	☐	☐	☐	☐	☐	☐	☐

Standard 2: Planning for instruction. Candidates in school librarian preparation programs collaborate with the learning community to strategically plan, deliver, and assess instruction. Candidates design culturally responsive learning experiences using a variety of instructional strategies and assessments that measure the impact on student learning. Candidates guide learners to reflect on their learning growth and their ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.

	#1	#2	#3	#4	#5	#6	#7	#8
2.1 Planning for instruction 2.2 Instructional strategies 2.3 Integrating ethical use of information into instructional practice 2.4 Assessment	☐	☐	☐	☐	☐	☐	☐	☐

Standard 3: Knowledge and Application of Content. Candidates in school librarian preparation programs are knowledgeable in literature, digital and information literacies, and current instructional technologies. Candidates use their pedagogical skills to actively engage learners in the critical-thinking and inquiry process. Candidates use a variety of strategies to foster the development of ethical digital citizens and motivated readers.

	#1	#2	#3	#4	#5	#6	#7	#8
3.1 Reading engagement 3.2 Information literacy 3.3 Technology-enabled learning	☐	☐	☐	☐	☐	☐	☐	☐

Standard 4: Organization and Access. Candidates in school librarian preparation programs model, facilitate, and advocate for equitable access to and the ethical use of resources in a variety of formats. Candidates demonstrate their ability to develop, curate, organize, and manage a collection of resources to assert their commitment to the diverse needs and interests of the global society. Candidates make effective use of data and other forms of evidence to evaluate and inform decisions about library policies, resources, and services.

	#1	#2	#3	#4	#5	#6	#7	#8
4.1. Access 4.2 Information resources 4.3 Evidence-based decision-making	☐	☐	☐	☐	☐	☐	☐	☐

Standard 5: Leadership, Advocacy, and Professional Responsibility. Candidates in school librarian preparation programs are actively engaged in leadership, collaboration, advocacy, and professional networking. Candidates participate in and lead ongoing professional learning. Candidates advocate for effective school libraries to benefit all learners. Candidates conduct themselves according to the ethical principles of the library and information profession.

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Professional Learning 5.2 Leadership and collaboration 5.3 Advocacy 5.4 Ethical practice	☐	☐	☐	☐	☐	☐	☐	☐

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a

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

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:
● Content knowledge (Assessments 1 and 2)
● Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
● Focus on student learning (Assessment 5)

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

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

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

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide/rubric for the assessment; and
g. Charts that provide candidate data derived from the assessment.

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

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

Please name files as directed in the guidelines for preparing a SPA Program Report found on the CAEP web site at: http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

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

Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

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

Provide assessment information as outlined in the directions for Section IV

A LINK to upload or manage your uploaded file(s)

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

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

Provide assessment information as outlined in the directions for Section IV.
A LINK to upload or manage your uploaded file(s)
4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in

practice. ALA/AASL standards that could be addressed in this assessment include any or all of standards 1-5. The assessment instrument used in the internship or other clinical experiences (practicum, field experience, etc.) should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

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

Provide assessment information as outlined in the directions for Section IV

A [LINK](#) to upload or manage your uploaded file(s)

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

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

For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process

(Response limited to 24,000 characters.)

Please click "Next"

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