

505-3-.65 MEDIA SPECIALIST PROGRAM

Nature of Amendment(s):

☒ Substantive
☐ Clarification
☐ Further Definition

Discussion:

It is proposed that GaPSC Educator Preparation Rule 505-3-.65 MEDIA SPECIALIST PROGRAM, dated April 15, 2016, be REPEALED and that a new rule with the same number and a different title, SCHOOL LIBRARIAN PROGRAM, be INITIATED. The new rule addresses the following standards adapted from the standards published by the American Association of School Librarians, 2019.

(1) Purpose. This rule describes requirements and field-specific content standards for approving programs that prepare school librarians in grades P-12 and supplements requirements in GaPSC Rule [505-3-.01, Requirements and Standards for Approving Educator Preparation Providers and Educator Preparation Programs](#).

(2) Requirements. To receive approval, a GaPSC-approved educator preparation provider shall offer a master's degree level preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published by the American Association of School Librarians (2019).

(a) 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 the opportunity for advancement for all learners. Candidates integrate National School Library standards considering learner development and differences while fostering a positive learning environment. Candidates impact student learning so that all learners are prepared for college, career, and life as indicated by the following:

1. Candidates demonstrate the ways learners grow within and across cognitive, psychomotor, affective, and developmental domains. Candidates engage learners' interests to think, create, share and grow as they design and implement instruction that integrates the National School Library Standards;
2. Candidates articulate and model cultural competence and respect for the opportunity for advancement for all learners, supporting individual and group perspectives;
3. Candidates cultivate the educational and personal development of all members of a learning community, including those with different intellectual abilities, learning modalities, and physical variabilities; and
4. Candidates create both physical and virtual learner-centered environments that are engaging and fairly accessible to all. The learning environments encourage positive social interaction and the curation and creation of knowledge.

(b) 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 as indicated by the following:

1. Candidates collaborate with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that

integrate inquiry, innovation, and exploration and provide fair, efficient, and ethical information access to all;

2. Candidates use a variety of instructional strategies and technologies to ensure that learners have multiple opportunities to inquire, include, collaborate, curate, explore, and engage in their learning;
 3. Candidates teach learners to evaluate information for accuracy, bias, validity, relevance, and cultural context. Learners demonstrate ethical use of information and technology in the creation of new knowledge; and
 4. Candidates use multiple methods of assessment to engage learners in their own growth. Candidates, in collaboration with instructional partners, revise their instruction to address areas in which learners need to develop understanding.
- (c) 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 as indicated by the following:
1. Candidates demonstrate a knowledge of children's and young adult literature that addresses the different developmental, cultural, social, and linguistic needs of all learners. Candidates use strategies to foster learner motivation to read for learning, personal growth, and enjoyment;
 2. Candidates know when and why information is needed, where to find it, and how to evaluate, use and communicate it in an ethical manner. Candidates model, promote, and teach critical thinking and the inquiry process by using multiple literacies; and
 3. Candidates use digital tools, resources, and emerging technologies to design and adapt learning experiences. Candidates engage all learners in finding, evaluating, creating, and communicating data and information in a digital environment. Candidates articulate, communicate, model, and teach digital citizenship.
- (d) Organization and Access. Candidates in school librarian preparation programs model, facilitate, and advocate for fair 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 different 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 as indicated by the following:
1. Candidates facilitate and advocate for flexible, open access to library resources and services according to the ethical codes of the profession. Candidates design and develop strategic solutions for addressing physical, social, virtual, economic, geographic, and intellectual barriers to fair access to resources and services for all;
 2. Candidates use evaluation criteria and selection tools to develop, curate, organize, and manage a collection designed to meet the different curricular and personal needs of the learning community. Candidates evaluate and select information resources in a variety of formats; and
 3. Candidates make effective use of data and information to assess how practice and policy impact groups and individuals in their different learning communities.

- (e) 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 as indicated by the following:
1. Candidates engage in ongoing professional learning. Candidates deliver professional development designed to meet the different needs of all members of the learning community;
 2. Candidates lead and collaborate with members of the learning community to effectively design and implement solutions that positively impact learner growth and strengthen the role of the school library;
 3. Candidates network and collaborate with the larger education and library community to advocate for school library resources, services, policies, and procedures that serve all learners; and
 4. Candidates model and promote the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics.

[Authority O.C.G.A. § 20-2-200](#)