

## 505-3-.46 MEDIA SPECIALIST PROGRAM

**(1) Purpose.** This rule states field-specific content standards for approving programs that prepare individuals to serve as media specialists in grades P-12 and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

### **(2) Requirements.**

(a) To receive approval, a state-approved professional education unit shall offer a master's level preparation program as described in program planning forms, catalogs, and syllabi addressing the following standards.

1. The program shall prepare candidates who encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

(i) The program shall prepare candidates who model strategies to locate, evaluate and use information for specific purposes. Candidates identify and address student interests and motivations. Candidates interact with the learning community to access, communicate and interpret intellectual content. Candidates adhere to and communicate legal and ethical policies.

(ii) The program shall prepare candidates who are aware of major trends in reading material for children and youth. Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.

(iii) The program shall prepare candidates who support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates facilitate access to information in print, nonprint, and electronic formats. Candidates comply with and communicate the legal and ethical codes of the profession.

(iv) The program shall prepare candidates who demonstrate ways to establish and maintain a positive educational climate in the library media center. Candidates identify relationships among facilities, programs, and environment that impact student learning. Candidates plan and organize library media centers according to their use by the learning community.

2. The program shall prepare candidates who model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. They partner with other education professionals to develop and deliver an integrated information skills curriculum. Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.

(i) The program shall prepare candidates who design library media instruction that assesses learner interests, needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and

needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.

(ii) The program shall prepare candidates who work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.

(iii) The program shall prepare candidates who employ strategies to integrate the information literacy curriculum with content curriculum. Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. Candidates assist students to use technology to access, analyze, and present information.

3. The program shall prepare candidates who provide leadership and establish connections with the greater library and education community to create school library media programs that focus on students' learning and achievement, encourage the personal and professional growth of teachers and other educators, and model the efficient and effective use of information and ideas.

(i) The program shall prepare candidates who demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. Candidates articulate the role of their professional associations and journals in their own professional growth.

(ii) The program shall prepare candidates who model, share, and promote ethical and legal principles of education and librarianship. Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.

(iii) The program shall prepare candidates who are able to articulate the relationship of the library media program with current educational trends and important issues. Candidates recognize the role of other educational professionals and professional associations. Candidates translate for the school the ways in which the library program can enhance school improvement efforts. Candidates utilize information found in professional journals to improve library practice.

4. The program shall prepare candidates who administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

(i) The program shall prepare candidates who select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice. Candidates support intellectual freedom and privacy of users. Candidates plan for efficient use of resources and technology to meet diverse user needs.

(ii) The program shall prepare candidates who develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies. Candidates apply accepted management principles and practices that relate to personnel, financial

and operational issues. Candidates plan adequate space for individuals, small groups and whole classes.

(iii) The program shall prepare candidates who collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives. Candidates use data for decision-making.

Authority O.C.G.A. § 20-2-200