Georgia Professional Standards Commission

Guidelines for Implementing

Educator Preparation Rule 505-3-.65 School Librarian Program

Effective January 1, 2025

Version 1

January 2025

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Introduction

School libraries are essential to student success. The certified school librarians who run them are the key to having a successful school library program. The term, "school librarian," is the nationally recognized and official title for the profession. School librarians do so much more than the age-old stereotype that is often perpetuated by many as the meek lady with a cardigan who protects the books and shushes anyone bold enough to make a sound in the library. School libraries are now places to communicate, collaborate, research, experiment, explore, and more (IFLA School Libraries Section Standing Committee, 2015). School librarians are the ones who coordinate all that happens in the school library, even extending into activities and events throughout the school and community. They collaborate with teachers to enhance lessons, they teach information literacy, they plan school-wide and community events to promote reading and learning, and they manage the library space, all with expertise that comes from being properly trained through school librarian preparatory programs.

School librarian preparation programs must include a variety of activities that include authentic tasks to prepare candidates for a career as a school librarian. Candidates are often surprised at just how much goes on "behind the scenes" of a school library. The programs that are preparing future school librarians must have a solid foundation in the skills, knowledge, and tasks that practicing school librarians handle each day.

GAPSC Educator Preparation Rule 505-3-.65 Media Specialist Program, was revised in Fall 2024 by a task force charged with updating program content standards and providing guidance to preparation program providers to ensure their programs prepare candidates for success in their future profession as school librarians. The Commission adopted the amended rule, which included a change to the name of the program, at the December 2024 meeting. Program standards are now more demonstrative of school librarianship, promoting and strengthening the role of the school librarian. The intentional focus of this rule is to create effective school librarians who understand how exemplary media programs positively impact student success and enhance learning environments.

The purpose of this document is to provide guidance and interpretation of Rule 505-3-.65. Many valuable resources to help EPPs (Educator Preparation Providers support the School Librarian program are included. The following pages include a timeline for implementation of the new rule as well as guidance materials for school librarian preparation programs. These materials will provide support and information to make sure all Georgia school librarian preparation programs are providing a robust education that prepares future school librarians for the essential role they play in student success. The School Librarian Evaluation Instrument, (SLEI), is highlighted in this document. The instrument was developed by school library leaders across the state of Georgia in 2016 (updated in 2019) as a well-developed tool for evaluating school librarians and school library programs across the state.

The GaPSC would like to thank the members of the School Librarian task force for their persistent, dedicated, and knowledgeable participation in creating the standards for the updated version of Rule 505-3-.65, as well as this accompanying guidance document. We

appreciate the work of Dr. Robin Wofford, Georgia Southern University; Dr. Diane Gregg, Georgia College and State University; Dr. Denise Hill, Valdosta State University; and Dr. Jessica Thompson, University of West Georgia.

Timeline

➔ New rule effective January 1, 2025

➔ Implementation expected by Fall, 2025

Standards

Standard 1 Instructional Environment: Candidates in school librarian preparation programs are effective educators who demonstrate and respectfully accommodate the development of all learners. Candidates promote and respect the opportunity for advancement for all learners. A positive learning environment that promotes a lifelong love of learning is the guiding principle that will be used in developing a school library program. Learners will be offered opportunities and experiences that prepare them for college, a future career, and a life beyond the school library.

School librarian candidates should be able to develop library programs that meet the needs of all learners. They should understand how learning takes place and create learning environments that promote learning for all, including learning abilities, and cultural differences, and promote respect in a learning-centered environment.

[SLEI Performance Standards](#)

SLEI Performance Standard 1: Instructional Partnership

SLEI Performance Standard 2: Role of Reading

SLEI Performance Standard 3: Information and Technology Literacy

SLEI Performance Standard 5: Effective Practices for Research

SLEI Performance Standard 7: Positive Learning Environment

Standard 2 Instructional Practices: Candidates in school librarian preparation programs collaborate with teachers, the administration, and the community to plan, deliver, and assess instruction. A variety of evidence-based strategies in instruction, such as culturally responsive teaching, and data-driven instruction, will help to measure the impact on learning that occurs through the school library program. Candidates will ensure students learn and understand multiple literacies and the ethical use of information. Candidates use data and information to reflect on and revise the effectiveness of their instruction.

School librarian candidates should be able to plan, deliver, and assess instruction that supports content areas and library skills. These lessons should be culturally responsive and promote student engagement.

[SLEI Performance Standards](#)

SLEI Performance Standard 1: Instructional Partnership

SLEI Performance Standard 3: Information and Technology Literacy

SLEI Performance Standard 4: Instructional Leadership

SLEI Performance Standard 6: Program Planning and Administration

Standard 3 Information Literacy: Candidates in school librarian preparation programs use a variety of children's and young adult literature information resources and instructional technology tools 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.

School librarian candidates should be able to support the school community in literature, multiple literacies, and instructional technologies. They should be familiar with children's and young adult literature for a diverse population. They should understand best practices for implementing instructional technologies and information literacy.

[SLEI Performance Standards](#)

SLEI Performance Standard 1: Instructional Partnership

SLEI Performance Standard 3: Information and Technology Literacy

SLEI Performance Standard 4: Instructional Leadership

Standard 4 Management and Administration: Candidates in school librarian preparation programs ensure the school library community is aware of and employs fair access to information and resources. Candidates use and teach others about the ethical use of resources. Candidates practice curation, creation, organization, and management of a collection that supports all learners. Candidates use data and other forms of evidence to inform decisions about library policies, resources, and services.

School librarian candidates should be able to advocate for and curate a library collection that supports the different learning needs, content areas, and interests of their school community. They should understand and be able to access and use data to inform and support their efforts.

[SLEI Performance Standards](#)

SLEI Performance Standard 3: Information and Technology Literacy

SLEI Performance Standard 7: Positive Learning Environment

SLEI Performance Standard 8: Collection Development

SLEI Performance Standard 10: Communication

Standard 5 Leadership within the Profession: Candidates in school librarian preparation programs are leaders in the school and profession, participate and engage others in collaboration, and actively advocate for programs and stakeholders in the learning community. Candidates plan and execute professional development for staff and other school librarians. Candidates adhere to the ethical principles of the library and information profession.

School librarian candidates should be leaders in their school community and beyond. They should practice collaboration and advocacy. Professional development is essential, both for their learning and for their sharing of knowledge with others. Advocacy plays an important role in what school librarians do, as well as ethical use of information.

[SLEI Performance Standards](#)

SLEI Performance Standard 4: Instructional Leadership

SLEI Performance Standard 9: Professionalism

Helpful Resources

The resources below should be helpful in supporting the GaPSC Rule. Although many resources are available from a plethora of sources, the resources listed below were chosen as some of the best to support school librarian preparatory programs.

Organizations and Related Documents/Webpages

[GLMA](#) (Georgia Library Media Association)
- [School Librarians as Learning Leaders](#)
- [Resources for New School Librarians](#)
- [Professional Development Webinars](#)
- [Advocacy](#)
- [The School Librarian Evaluation Instrument (SLEI)](#)

IASL (International Association of School Librarianship)

- IASL Policy Statement on School Libraries
- Professional Development Library

IFLA (International Federation of School Library Associations and Federations)
- IFLA Resource Page
- IFLA School Library Guidelines

Publications

Brock, R. (2019). *Young adult literature in action: A librarian's guide.* 3rd ed. Libraries Unlimited.

Brown, A.H. & Green, T.D. (2020). T*he essentials of instructional design: Connecting fundamental principles with process and practice* (4th ed.). Routledge.

Holzweiss, K. and Evans, S. (2018). *Hacking school libraries: 10 ways to incorporate library media centers into your learning community.* Times 10 publications. ISBN (10): 1948212064 ISBN (13): 978-1948212069

Lanning, S.(2014) *Reference and instructional services for information literacy skills in school libraries*. 3rd ed. Libraries Unlimited.

Vardell, S.M. (2014). *Children's literature in action: A librarian's guide.* 3rd ed. Libraries Unlimited. ISBN: 978-1-4408-6778-1

Woolls, B. and Coatney, S. (2018). *The school library manager: Surviving and thriving.* (6th ed.). Santa Barbara, CA: Libraries Unlimited. ISBN 9781440852565

Field Experience Hours

The Georgia Professional Standards Commission (GaPSC) takes a value-over-volume approach to field experience for aspiring school librarians. While no set number of hours is mandated, the focus is on ensuring candidates gain substantive experience across all P-12 grade levels (PK-2, 3-5, 6-8, and 9-12). GaPSC-approved educator preparation providers design field experience opportunities for candidates to demonstrate competence with diverse age groups and learning environments. The emphasis lies on acquiring and showcasing necessary knowledge and skills, not simply accumulating clock hours. This flexible approach allows future school librarians to gain exposure to various learning environments and situations that will prepare them for the demands of serving students from Pre-kindergarten through high school.

References

IFLA School Libraries Section Standing Committee. (2015). *IFLA school library guidelines.* IFLA. https://repository.ifla.org/server/api/core/bitstreams/540c2aaf-6581-4b3c-9f34-89597a1ed22b/content

Georgia Library Media Association. (n.d.) *The school librarian evaluation instrument (SLEI).* GLMA. https://www.glma-inc.org/slei