NATIONAL RECOGNITION REPORT
Initial Preparation of School Librarians (2010 Standards)

National recognition of this program is dependent on the review of the program by representatives of the American Library Association/ American Association of School Librarians (ALA/AASL).

COVER PAGE

Name of Institution
East Carolina University, NC

Date of Review
08 / 01 / 2019

This report is in response to a(n):
☐ Initial Review
☐ Revised Report
☐ Response to Conditions Report

Program(s) Covered by this Review
Master of Library Science

Grade Level(1)
K-12

(1) e.g. Early Childhood; Elementary K-6

Program Type
Other School Personnel

Award or Degree Level(s)
☐ Master's (AASL/ALA only recognizes programs at the master's level.)

PART A - RECOGNITION DECISION

SPA decision on national recognition of the program(s):
☐ Nationally recognized
☐ Nationally recognized with conditions
☐ Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds SPA benchmarked licensure test data requirement, if applicable:
☐ Yes
☐ No
☐ Not applicable
☐ Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:
Alignments between standards and student learning outcomes of the program were clear and overall the assessments provide a solid framework for candidate evaluation.
Particularly valuable are the many opportunities and expectations baked into the program for candidates to self-reflect and self-analyze, which are essential leadership practices. Additionally, throughout the program, candidates are expected to use data/evidence to advocate for student needs and the role of the school library program in addressing student needs. Also of note is the emphasis placed on strategic planning and demonstrating how the school library program is/should be positioned to address larger school goals.

Candidates become critically conscious of themselves as professional librarians through the integration and application of theory, skills, and knowledge in the totality of the internship. The local site supervisor provides valuable input.

The professionalism and experience of the faculty is excellent.

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**PART B - STATUS OF MEETING SPA STANDARDS**

**Standard 1: Teaching for Learning**

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

1.1 Knowledge of learners and learning. Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher. Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner. Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards. Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes

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**Comment:**

Program report indicates that Assessments #1 #2 #3 #4 #5 #6 and #8 address Standard 1- Teaching for Learning. In addition to evidence of proficiency documented via a high pass rate of program completers 92% for all three data periods reported in Assessment #1 (Praxis II); additional assessments also provided ample evidence of meeting this standard. However, in Assessment #4 (Professional Development) Section F, it is unclear how planning aligns with Standard Element 1.2. Also, in Assessment # 8. Analysis of Fake News, it is unclear how Standard Element 1.4 aligns with Knowledge of Learners.

**Standard 2: Literacy and Reading**

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for
pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

2.1 Literature. Candidates are familiar with a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion. Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity. Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies. Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

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**Comment:**

Assessments #1 #2 #3 and #6 are indicated as meeting this standard. Assessment #1 (Praxis II) assesses knowledge of trends, issues, and research related to reading and information literacy and ECU program completers score well. However, as conveyed in Assessment #2 (Portfolio), only four courses in the program address the elements of this standard - it is unclear how LIBS 6144 does so, and only two courses, 6135 and 6137 do so in a comprehensive manner. The matrix included with Assessment #2 identifies LIBS 6144 as addressing Standard Element 2.4; however, the rubric provided for the assignment from LIBS 6144 which addresses 2.4 does not include this element as being assessed by any of the criteria/dimensions.

**Standard 3: Information and Knowledge**

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

3.1 Efficient and ethical information-seeking behavior. Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information. Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.

3.3 Information technology. Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

3.4 Research and knowledge creation. Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

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**Comment:**

Assessments #1 #3 #4 #5 #6 #8 are cited as meeting this standard. Assessment #3 (Collection Development) indicates that element 3.1- efficient and ethical information-seeking behavior is assessed, as does Assessment #6 but evidence provided does not support that. Likewise, while Assessment #8 (Analysis of Fake News) does indicate that element 3.2 is assessed within the "knowledge of information research models" criterion/dimension, it is not immediately apparent how this element aligns with the indicator.

**Standard 4: Advocacy and Leadership**

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

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4.1 Networking with the library community. Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.

4.2 Professional development. Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.

4.3 Leadership. Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

4.4 Advocacy. Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.

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**Comment:**

Program presents all eight assessments submitted in support of meeting this standard and in review, again Assessment #1 provides solid evidence of successful scoring by program completers in the Praxis II section addressing Professional Development, Leadership, and Advocacy. Assessment #2 (Portfolio) provides alignment with all four elements of this standard with a focus on 4.1 as does Assessment #3 (Collection Development). The remaining assessments (#4-8) have a strong emphasis on developing proficiency for elements (4.2, 4.3 and 4.4). This program is particularly strong in addressing this Standard, especially the advocacy and professional development elements. Of note are the many opportunities for self-reflection and self-analysis.

**Standard 5: Program Management**

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

5.1 Collections. Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

5.2 Professional Ethics. Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.

5.3 Personnel, Funding, and Facilities. Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

5.4 Strategic Planning and Assessment. Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

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**Comment:**

Section III - Relationship of Assessment to Standards - indicates all assessments provide evidence of meeting this standard however, there is no evidence in Assessment 8 related to evaluating candidate work regarding any of the elements in Standard 5. Nonetheless, program completer scores are solid on Assessment #1, Praxis II, which addresses Program Administration and Collection Development in alignment with AASL Standard 5, Program Management and Administration. There is additional alignment of evidence throughout the program in the form of artifacts from capstone projects in Assessment #2 Portfolio. Assessment #3, Collection Development, provides a comprehensive means of demonstrating candidate
proficiency for all elements of this standard, though 5.2 (professional ethics) is not as demonstrable as the others and focused only on intellectual freedom. Assessment #4 Internship In-Service and #5 Implementation of Inquiry have a clear focus on addressing element 5.4. While Assessment #6 (Reading Promotion) provides clear evidence of alignment to 5.1, it only speaks to the issue of intellectual freedom in addressing 5.2, professional ethics. Assessment #7, Strategic Plan, does cover elements 5.3 and 5.4 in depth and through opportunities for candidates to use data and SWOT analysis to develop measurable program goals and assessment.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates’ knowledge of content
ALA/AASL standards addressed in this entry could include Standards 1-5. Information from Assessments #1 and #2 should provide primary evidence in this area. (Assessments #6-#8 may also focus on content knowledge.)

Candidate data provided for assessment #1 (Praxis II) provides a consistent measurement of content-based proficiency of program completers and evidence from Assessment #2 (Portfolio), combined with a rigorous review/reflection process indicate that candidates completing this program have sufficient knowledge of the content area.

C.2. Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions
ALA/AASL standards that could be addressed in this entry include Standards 1-5. Information from Assessments #3 and #4 should provide primary evidence in this area. (Assessments #6-#8 may also focus on pedagogical knowledge, skills, and dispositions.)

Data from all assessments provide satisfactory evidence of pedagogical/professional knowledge skills and dispositions and support candidate competency in these areas. Data from Assessments #3 (Collection Development) and #4 (Internship In-Service Professional Development) and Assessment #5 (Implementation of Inquiry) provide primary evidence of candidate professional and pedagogical knowledge and skills, and in the case of Assessment #4, additional evidence that candidates apply andragogical knowledge is also provided. Data from Assessments #6 (Reading Promotion), #7 (Strategic Plan), and #8 (Fake News) also support candidate competency in these areas. Application of professional content knowledge, skills, and dispositions is evidenced throughout most of the assessments.

C.3. Candidate effects on P-12 student learning
ALA/AASL standards that could be addressed in this entry include but are not limited to Standards 1-5. Information from Assessment #5 should provide primary evidence in this area. (Assessments #6-#8 may also focus on student learning.)

Assessment # 5 (Inquiry Implementation) provides evidence of candidate effects on P12 student learning. Data from the assessment provide evidence of candidate ability to demonstrate positive effects on student learning, but it is difficult to measure exactly what that impact was based on the current rubric. Assessment 8 provides additional evidence for 1.4. Elements 1.1, 1.2, and 1.3 are met in all of the assessments except for Assessment 7.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)
It is evident that program faculty examine data on a regular basis and discuss what data findings might suggest. The report provides ample evidence that assessment results are evaluated and applied to strengthen the program and in turn improve candidate performance. For example rubrics have been revised in more than half of the courses. Additionally, the faculty use other sources of evidence, such as the new National School Library Standards for Learners, School Librarians and School Libraries (2018) to identify how the program can be updated and strengthened to better support candidate performance.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

Evidence of candidate effects on P-12 student learning could be improved by removing the assessment components of the "Effective and Knowledgeable Teacher" criterion/dimension in Assessment #5 (and including them as a separate component that is assessed separately. This would enable the compilation and review of data related to effects on P-12 student learning that is separate from and not conflated with candidates' pedagogical knowledge.

From document Q59216_1.26 Internship evaluation; Section IV of the rubric--it is unclear who the "candidates" in 1.1, 1.4 is referring to--should this read, "students" rather than "candidates"? Additionally, some of the items on the rubric in Section IV, specifically 1.3, 2.2, 2.3, 3.1, 3.2, and 3.6 which are challenges for first year and early career school librarians, seem particularly daunting for a candidate engaging in limited 110-hour experience.

The program may wish to emphasize candidates' understanding of professional ethics beyond intellectual freedom.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:

N/A

F.2. Concerns for possible follow-up by the CAEP site visitors:

N/A

PART G - DECISIONS

Please select final decision:

- National Recognition. The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit. The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published
materials. National recognition is dependent upon CAEP accreditation. Please note that once a program has been Nationally Recognized, it may not submit another report addressing any unmet standards or other concerns cited in the recognition report.

Please click "Next"

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