

Wisconsin Content Guidelines for Instructional Library Media Specialist (1902) Licensure

The Learner and Learning

InTASC Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Develop instruction and programs that are responsive to diverse learning styles, cultural influences, and cognitive development of all learners.
- B. Use a wide variety of instructional practices and diverse resources to foster information and technology literacy.
- C. Create developmentally appropriate collections that take into account individual learners' strengths, interests, and needs, enabling students to advance their own learning.
- D. Select appropriate resources in collaboration with learners, colleagues, other professionals, families, and communities to facilitate access to and use of information to create new knowledge.

InTASC Standard 2: Learner Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Understand, encourage, and promote opportunities for a variety of different abilities and learning styles in the library program.
- B. Differentiate opportunities based on student needs, interests, and goals.
- C. Develop and ensure access to a physical and virtual collection of reading and information materials in traditional and digital formats that support the developmental needs of learners and reflect the cultural diversity and pluralistic nature of American society.
- D. Be responsive to and respectful of cultural, physical, intellectual, and emotional differences of learners, providing resources and services to meet all user needs.

InTASC Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Create a flexible environment where both independent and collaborative learning is valued, promoted, and encouraged.
- B. Provide flexible spaces that promote inquiry, creativity, collaboration and community.
- C. Consult and participate in the design of school infrastructure and facilities so that information and technology tools and information resources are accessible to meet students' needs.
- D. Create and maintain an engaging, positive and respectful learning environment that promotes self-motivation and social interaction.
- E. Evaluate, select, organize, coordinate, and allocate library resources to support student learning needs in the educational program.
- F. Provide equitable access to appropriate and diverse tools and resources to extend learning locally and globally, throughout the day and beyond.
- G. Provides and advocates for equitable access to connectivity, digital devices, information, resources, programming, and services in support of the district's strategic vision.
- H. Participate and engage in developing a school-wide culture to foster curiosity and engagement with reading for student and adult learners.

Content

InTASC Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Model and use an inquiry-based research process, collaborate with others using an inquiry-based research process to exchange ideas, develop and share new understanding, and reflect on their learning.
- B. Develop and refine a range of questions to frame a search for new understanding.
- C. Use background knowledge, inquiry and research processes, and a variety of strategies to think critically and gain knowledge for new learning.
- D. Identify authentic problems and use problem decomposition to explore strategies for how to address them.
- E. Leads in the selection, curation, integration, organization and sharing of print and digital resources and tools to support transformational teaching and learning and develop the digital curation skills of others.

- F. Demonstrate mastery of print and digital tools to access information, organize, synthesize and use information to support an inquiry based process.
- G. Examine information gathered from diverse sources with multiple viewpoints to identify misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- H. Find, evaluate, and select resources in multiple formats based on quality, accuracy, credibility of information, perspective, appropriateness for student learning needs, importance, and social and cultural context.
- I. Communicate effectively with diverse audiences using a variety of media, including writing, speaking, visual, and digital resources, to convey a message.
- J. Create visualizations, models, and simulations to communicate complex ideas clearly and effectively.
- K. Model, apply and teach responsible, safe, legal, and ethical use of information, technology, and resources.
- L. Use digital tools to find, filter, organize, evaluate and synthesize resources for a defined purpose.
- M. Recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and act and model in ways that are safe, legal, and ethical.
- N. Demonstrate knowledge of student data privacy through their role as instructional leaders.
- O. Demonstrate mastery of literature in multiple formats and genres that supports diverse student interests, needs, and lifelong literacy.

InTASC Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Model strategies for identifying authentic problems and using problem decomposition, logical reasoning and abstraction to solve problems and generate artifacts.
- B. Model strategies to organize knowledge and plan, manage, and design projects and products.
- C. Model and use tools to collect, analyze, and represent data – including information from big data sources-in order to find patterns and organize the data into useful conclusions.
- D. Develop and implement experiences that foster innovation and real world problem solving in local and global contexts.
- E. Facilitate and model participation in online learning communities or networks to reach learning goals and in pursuit of lifelong learning.
- F. Facilitate use of current tools and resources to maximize content learning in varied contexts.
- G. Integrate and apply the effective use of current and emerging digital tools to communicate learning in a variety of formats.
- H. Serve as a catalyst for effective integration of information and technology skills into all curricular areas.

- I. Model the research process to find innovative solutions to problems using diverse sources.
- J. Foster a culture of reading and inquiry that promotes independent and lifelong learning.
- K. Use strategies and digital tools to formulate ideas to solve problems, innovate designs, or create new concepts, process, or products.

Instructional Practice

InTASC Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Use a variety of formative and summative assessment methods to design, develop, and modify learning experiences in partnership with classroom teachers and other educators.
- B. Utilize student learning goals, assessment data, and learning artifacts to develop learning experiences in the library that will support student learning.
- C. Collaborate in the research, design, selection, and implementation of evidence based curricula and assessments to guide instructional practice and improve learning.
- D. Utilize data to evaluate the impact library media and information literacy programming has on student achievement.

InTASC Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Plan a pre-kindergarten through grade 12 integrated school library curriculum based on accepted local, state or national standards.
- B. Partner with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy digital citizenship, creativity, innovation and the active use of technology.
- C. Plan and provide opportunities for students to read, view, and listen for information in a variety of formats (e.g. textual, visual, media, digital) in order to make inferences and derive meaning of an issue, field or problem.
- D. Plan opportunities for students to creatively respond to literature in various formats and genres.
- E. Plan authentic instruction to support students to create knowledge by actively exploring real world issues and problems, producing creative artifacts, curating collections of artifacts and making meaningful learning experiences for themselves and others.
- F. Plan for and provide equitable access to digital, print, and physical resources for developmentally appropriate instruction to meet the needs of all learners.

- G. Collaborate with colleagues and administrators on planning for instruction and resource development across the curriculum.
- H. Collaborate with colleagues and administrators in the instructional design process for research and guided inquiry that prepares students to be college and career ready.
- I. Provide flexible and equitable access to a well-developed collection of materials in a variety of formats that reflects the needs of the curriculum and community served.
- J. Organize, classify, and catalog the collection to provide equitable access to library resources, maintaining appropriate electronic systems for collection management and user access.
- K. Ensure a collection that supports and encourages a wide range of student interests, curiosities, and life-long literacy.
- L. Administer a school library program including planning, budgeting, program assessment, staff training, and supervision.
- M. Model incorporation of research-based best practices in instructional design when planning inquiry and technology-enhanced learning experiences.

InTASC Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Model the application of critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- B. Use a variety of instructional strategies designed to support and empower the student to achieve their learning goals through the school library program and resources.
- C. Use a range of tools and resources to engage learners in inquiry-based learning activities that promote metacognitive processes.
- D. Use skills-based learning to support learners in demonstrating central concepts of information and technology literacy.
- E. Promote, encourage, and support reading as a path to individual learning and deeper understanding of the world.
- F. Model strategies leveraging a variety of resources and tools within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- G. Facilitate and model participation in online learning communities or networks to reach learning goals and in pursuit of lifelong learning.
- H. Use the writing process, media and visual literacy, and technology skills to create, repurpose, and/or remix digital assets to express ideas or generate new understanding.
- I. Use coaching techniques to improve teaching and learning.

Professional Responsibility

InTASC Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Acknowledge bias and address its role in selection, access, services, instruction and assessment.
- B. Continually evaluate and provide access to a variety of information sources from multiple points of view.
- C. Collaboratively develop and communicate policies and procedures, including selection policies, consistent with principles of best professional practice and align to the mission and goals of the school and district and in compliance with state and federal law.
- D. Advocate, model, and teach safe, legal, and ethical use of physical, digital and virtual information and technology, including respect for copyright, intellectual property privacy, and the appropriate documentation of sources.
- E. Engage in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- F. Articulate the role of the library media and technology program in advancing student academic achievement and asset development.
- G. Participate and collaborate as members of a social and intellectual network of learners to share library, technology, and education best practices.
- H. Use effective coaching techniques to help colleagues reflect, problem solve, and develop new ideas that will improve student learning.

InTASC Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

A Wisconsin Library Media Specialist will demonstrate skill abilities to:

- A. Serve on collaborative district leadership and building teams in setting the district's vision and strategic plan for innovative school library media programming and foster a culture of collaboration and innovation to empower teachers and learners.
- B. Engage in collaborative leadership process for planning, aligning, developing, and implementing the school/district information literacy (library media) and technology plan, including the Common School Fund budget plan.
- C. Evaluate data and apply appropriate research findings to support continuous improvement of the school library media program.
- D. Provide and advocate for equitable access to connectivity, digital devices, information, resources, programming, and services in support of the district's strategic vision.

- E. Leverage an understanding of school and community needs to identify and invest in digital resources to support student learning.
- F. Identify, evaluate, and employ current and emerging technologies with students, teachers, parents, and administrators to support success and innovation in student learning.
- G. Cultivate community partnerships within the school and local community (families and caregivers, non-profit organizations, government agencies, public and higher education libraries, businesses, etc.) to promote engagement and lifelong learning process.
- H. Facilitate personalized, professional learning to cultivate broader understanding of the skills that comprise success in the digital age (e.g. critical thinking, information, literacy, digital citizenship, technology competencies, etc.).
- I. Lead teachers to develop and model cultural appreciation and global awareness using traditional resources as well as digital-age communication and collaboration tools.
- J. Explore and promote connections for resource-sharing, networking, and sharing access to information.