

**Wisconsin Content Guidelines for
Instructional Library Media Specialist (902) Licensure Programs
Early Childhood-Adolescence (EC-A) (74) teaching Category
Supplemental Teaching Category**

The Instructional Library Media Specialist will demonstrate knowledge of and skill in:

1. The Wisconsin model academic standards for information and technology literacy, including media and technology, information and inquiry, independent learning, and the learning community.
2. The role of libraries in a democratic society and the interrelationships of all types of libraries and information agencies, including cooperation and networking among libraries.
3. The role of the school library media program within the school environment.
4. An awareness of appropriate local, state, regional, and national professional associations and publications.
5. Communicating effectively with students, faculty, staff, administrators, parents, and other colleagues and the general public including:
 - The maintenance of a positive teaching and learning climate in the library media center.
 - Effective interpersonal relationships within the school and its community.
 - Regular and purposeful communication about the role and services of the school library media program.
 - The collaborative planning of curriculum and lessons with teachers, i.e., the ability to demonstrate an understanding of curriculum objectives, to listen effectively, to use probing and clarifying questions, and to negotiate responsibility for activities.
6. The development of a school library media program dedicated to providing access to information and ideas including:
 - The identification of student and staff information needs.
 - The application of strategies for organizing, disseminating and promoting flexible access to materials that best meet staff and student information needs.
 - The development and monitoring of selection policies that include reevaluation and review procedures that ensure unrestricted access to information and ideas.
 - The recognition of the existence and use of multiple information environments.
 - The development and monitoring of policies that ensure equitable access to all types of resources and technologies within the school environment and beyond.
 - Compliance with the copyright law and guidelines, and advocating compliance.
 - The encouragement of Intellectual Freedom, free inquiry and access to information.
 - The development and monitoring of policies that ensure privacy and confidentiality of library/media users.

7. Building and maintaining resource collections that include both internal and external access points to support the educational goals of the school and the personal, developmental and curricular needs of students and teachers including:
 - The development of collection management policies and procedures that employ appropriate criteria for evaluating resources and technology, reflect the school's philosophy, goals, and objectives, and involve teachers in selecting resources for the library media program.
 - The application of appropriate selection criteria to ensure a collection of resources that are appropriate to students' abilities, interests, and needs; reflect the cultural diversity and pluralistic nature of American society; support teaching and learning in all areas of the curriculum; support a variety of instructional strategies and learning styles; and support and encourage spontaneous, creative inquiry by individual students.
 - The implementation of recognized standardized procedures for classifying, cataloging, and processing resources.
 - The maintenance of appropriate electronic systems for collection management and user access.
8. Using technology effectively with students and faculty to facilitate teaching and learning including:
 - The selection, application, and use of appropriate software, hardware, and communications technologies to promote effective teaching and learning.
 - The production of media in graphic, multimedia and electronic formats in support of the library media and instructional programs.
 - Instruction to students and staff in the effective use and production of technology and information resources in multiple formats, both local and remote.
9. Developing, managing, and evaluating school library media programs to meet educational goals including:
 - The application of sound management principles to the administration of the library media program.
 - The interpretation and implementation of state laws and regulations and school district policies and procedures for the management of an effective school library media program.
 - The development of short and long range plans for the school library media program with faculty, administrators, and other library media professionals.
 - The preparation, justification, and administration of the school library media program budget based on instructional program needs and state regulations and policies and funding program requirements.
 - The participation in planning, arranging and using school library media program facilities to support the instructional program.
 - Assigning, instructing, and directing support staff, volunteers, and student assistants.
 - The participation in evaluation of support staff.
 - Assessment of the effectiveness of the library media program in meeting instructional objectives.
10. Serving as a learning facilitator and leader in the development of effective strategies for teaching and learning including:
 - Participation in the curriculum development process at the building level.
 - Collaborative planning with other faculty to provide instructional activities, opportunities and resources that respond to students' learning styles.
 - Collaboration with teachers and instructional technology staff to assure that information and technology literacy is integrated into the curriculum.
 - The planning for development of students' reading, listening, viewing and critical thinking skills.
 - The planning for the development of students' information and technology skills.
 - The motivation and guidance of elementary and secondary students in appreciating literature.
 - The knowledge of children's and young adult literature, including multicultural literature, as well as related media.
 - Collaboration with teachers and instructional technology staff to plan and design instruction and identify and gather appropriate instructional resources.
 - The employment, assessment and monitoring of existing and emerging technologies for possible applications to the instructional program.
 - The clear articulation of the role of the library media program in the educational program.

11. The role, function and responsibilities of a library media specialist through a supervised practicum experience in a school setting at the appropriate level(s).

PI 34.33 Supplementary Categories. Except as specified under sub. (1) (c), in order to receive a license issued under a supplementary category under this subchapter, an individual shall hold or be eligible to hold a teaching license issued by the department under subch. VII. Licenses under this subchapter may be issued in the following:

(5m) INSTRUCTIONAL LIBRARY MEDIA SPECIALIST.

- (a) In order to qualify for an instructional library media specialist license, an applicant shall complete an approved program, including a clinical program, that incorporates the model academic standards for library media.
- (b) In order to receive a professional educator license under this subsection, an applicant shall have a master's degree or the equivalent in an approved library media services program.