

TRANSMITTAL SHEET FOR
NOTICE OF INTENDED ACTION

Control No. 290 Department or Agency Alabama State Department of Education
Rule No. 290-3-3-.49 in the Teacher Education Chapter of the Alabama Administrative Code
Rule Title: Library Media
_____ New Amend _____ Repeal _____ Adopt by Reference _____

Would the absence of the proposed rule significantly harm or endanger the public health, welfare, or safety? No

Is there a reasonable relationship between the state's police power and the protection of the public health, safety, or welfare? Yes

Is there another, less restrictive method of regulation available that could adequately protect the public? No

Does the proposed rule have the effect of directly or indirectly increasing the costs of any goods or services involved and, if so, to what degree? No

Is the increase in cost, if any, more harmful to the public than the harm that might result from the absence of the proposed rule? No

Are all facets of the rulemaking process designed solely for the purpose of, and so they have, as their primary effect, the protection of the public? No

Does the proposed rule have an economic impact? No

If the proposed rule has an economic impact, the proposed rule is required to be accompanied by a fiscal note prepared in accordance with subsection (f) of Section 41-22-23, Code of Alabama 1975.

Certification of Authorized Official

I certify that the attached proposed rule has been proposed in full compliance with the requirements of Chapter 22, Title 41, Code of Alabama 1975, and that it conforms to all applicable filing requirements of the Administrative Procedure Division of the Legislative Reference Service.

Signature of certifying officer Sharon R. Bice

Date 3/29/12

(DATE FILED)
(STAMP)

APA-2
07/04

**Alabama State Department of Education
Office of Teaching and Leading**

NOTICE OF INTENDED ACTION

AGENCY NAME: State Department of Education

RULE NO. & TITLE:

290-3-3 is the Teacher Education Chapter of the Alabama Administrative Code.

290-3-3-.01	Definitions
290-3-3-.02	College and University Requirements
290-3-3-.04	Class B (Bachelor's Degree Level) Programs for Teaching Fields
290-3-3-.42	Class A (Master's Degree Level) Programs for Teaching Fields
290-3-3-.44	Alternative Class A Programs for Teaching Fields
290-3-3-.45	English for Speakers of Others Languages (ESOL) (Grades P-12)
290-3-3-.45.01	Reading Specialist (Grades P-12)
290-3-3-.46	Speech and Language Impaired (Grades P-12)
290-3-3-.47	Class A (Master's Degree Level) Programs for Areas of Instructional Support Personnel
290-3-3-.48	Instructional Leadership
290-3-3-.49	Library Media
290-3-3-.50	School Counseling
290-3-3-.51	School Psychometry
290-3-3-.51.01	Sport Management
290-3-3-.52	Class AA (Sixth-Year Level) Programs for Teaching Fields
290-3-3-.52.01	Teacher Leader
290-3-3-.53	Class AA (Sixth-Year Level) Programs for Areas of Instructional Support
290-3-3-.53.01	Instructional Leadership
290-3-3-.54	School Psychology

INTENDED ACTION: Amend

SUBSTANCE OF PROPOSED ACTION: Amend

Amend Rule 290-3-3-.01 to add definitions for instructional support area, levels of Alabama Professional Certificates, and program overlap; revise definitions on levels of educator preparation programs, professional studies, and teaching field; and delete language about converting a "pass" grade.

Amend Rule 290-3-3-.02 to allow for program overlap in accordance with written institutional policies and provide language to allow an individual who completed an educator preparation program at an Alabama institution and wishes to return to complete a program on the same degree level to use coursework from the first program without violating the rule limiting the number of courses that may be taken prior to unconditional admission.

Amend Rule 290-3-3-.04 to use consistent language about State requirements for unconditional admission.

Amend Rule 290-3-3-.42 to require unconditional admission before a person has taken more than five courses in an approved program; to stipulate courses from a prior-level of certification may not be used to meet requirements of a higher-level program; and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.44 to clarify language about State requirements for unconditional admission to an Alternative Class A program.

Amend Rule 290-3-3-.45 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.45.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.46 to require unconditional admission before a person has taken more than five courses in the approved program.

Amend Rule 290-3-3-.47 to require unconditional admission before a person has taken more than five courses in an approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.48 to emphasize a person must be unconditionally admitted before enrolling in courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.49 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.50 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.51.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.52.01 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.53.01 to emphasize a person must be unconditionally admitted before enrolling in courses in the program and to clarify prerequisite certificates must be valid.

Amend Rule 290-3-3-.54 to require unconditional admission before a person has taken more than five courses in the approved program and to clarify prerequisite certificates must be valid.

TIME, PLACE, MANNER OF PRESENTING VIEWS: A public hearing will be held at 9:30 a.m., April 12, 2012, Auditorium Plaza Level, Gordon Persons Building, 50 North Ripley Street, Montgomery, Alabama. All persons wishing to express their views should contact the State Superintendent of Education at (334) 242-9700 no later than April 2, 2012, in order to ensure being scheduled on the agenda. All persons wishing to express their views in writing to the State Superintendent of Education should address all written comments to the State Superintendent of Education, Gordon Persons Building, P.O. Box 302101, Montgomery, Alabama 36130-2101.

FINAL DATE FOR COMMENT AND COMPLETION OF NOTICE: June 5, 2012

CONTACT PERSON AT AGENCY:

Dr. Jayne Meyer
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P.O. Box 302101
Montgomery, Alabama 36130-2101
(334) 242-9560



(Signature of officer authorized to promulgate and adopt rules or his or her deputy)

290-3-3-.49 Library Media.

(1) **Rationale.** Programs for library media specialists develop leadership, collaboration, and technology skills to design and manage up-to-date, comprehensive, and integrated library media centers. The library media specialist possesses the knowledge and skills to enable the learning community to become effective users of ideas and information. These standards are aligned the standards of the American Library Association/American Association of School Librarians (ALA/AASL), the *Alabama Course of Study: Technology Education*, and the *Alabama School Library Media Handbook for the 21st Century Learner*.

(2) **Unconditional Admission to a Library Media Program.** The study of library media begins at the Class A level.

(a) Requirements for unconditional admission shall include a valid bachelor's-level or valid master's-level professional educator certificate in a teaching field or valid master's-level certification in another area of instructional support. If an individual is unconditionally admitted to an Alabama Class A program based on a valid bachelor's- or valid master's-level professional educator certificate from another state, completes a Class A program, and subsequently applies for Alabama certification at the Class A level, then the individual must hold ~~earn~~ at least a valid Class B Professional Educator Certificate before applying for Class A certification.

(b) Candidates admitted to the institution or graduate school on or after August 1, 2012, to enroll in courses in a Class A library media program may complete no more than five approved program courses prior to unconditional admission to the program.

(3) **Program Curriculum.**

(a) **Use of information and ideas.** Prior to program completion, prospective library media specialists shall demonstrate:

1. **Efficient and ethical information-seeking behavior.**

(i) Knowledge of:

(I) Strategies to locate, analyze, evaluate, and synthesize information in a variety of formats for diverse and multicultural purposes.

(II) Strategies for identifying individual interests, needs, and capabilities.

(III) Twenty-first century digital citizenship.

(ii) Ability to:

(I) Assist students and teachers in the application of information skills.

(II) Model and teach legal and ethical practices.

(III) Demonstrate the use of current and relevant information processes and resources, including emerging twenty-first century technologies.

(IV) Plan reference services, using traditional and electronic services that are comprehensive and address the needs of the users.

2. **Literacy and reading.**

(i) Knowledge of:

(I) Available literature and resource materials, including community resources.

(II) Factors to be considered when selecting materials that match instructional goals and satisfy the interests of a multicultural school population.

(III) Historical and contemporary trends and multicultural issues in reading materials for children and young adults.

(IV) Research in literacy and reading.

(ii) Ability to:

(I) Relate literature for children and young adults to their interests and abilities.

(II) Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population.

(III) Select and recommend diverse materials in multiple formats and at levels that facilitate the reading process and the development of readers.

(IV) Model the enjoyment of reading to promote leisure reading, creative expression, and lifelong reading.

3. **Access to information.**

(i) Knowledge of:

(I) Procedures for ensuring that students and staff have physical, intellectual, and organizational access to library media centers, collections, and services.

(II) Attributes of different information formats.

(III) Flexible, open, and equitable access to the library media center and its services.

(ii) Ability to:

(I) Assist students, teachers, and others in locating, retrieving, and interpreting information in various formats.

(II) Retrieve needed information from global sources through networking.

(III) Identify means of providing remote access to information.

(IV) Model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.

4. **Stimulating learning environment.**

(i) Knowledge of:

(I) Roles and responsibilities of the library media specialist and the contribution of the library media program to the educational process.

(II) Procedures for acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection and for motivating students and staff to use the collection.

(III) Learning environments designed to meet the diverse needs of all users.

(IV) Management of physical resources for use by individuals, small groups, and whole classes.

(ii) Ability to:

(I) Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use.

(II) Create and maintain an attractive, positive, educational climate in a technology-rich library media center.

(III) Provide an environment that is conducive to independent discovery and interactive learning.

(b) **Instruction.** Prior to program completion, prospective library media specialists shall demonstrate:

1. **Learners and learning.**

(i) Knowledge of:

(I) Instruction that motivates students to become information literate, independent in their learning, and socially responsible in their use of information and information technology.

(II) Characteristics of learners in a multicultural society, including their diverse abilities, interests, needs, and learning styles.

(III) Procedures for designing, implementing, and evaluating instructional activities and integrating information skills into the curriculum.

(ii) Ability to:

(I) Design, develop, implement, and evaluate learning activities and units of instruction across curricula and grade levels.

(II) Design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.

2. **Collaborative instruction for student achievement.**

(i) Knowledge of:

(I) Roles and responsibilities of the library media specialist and the contribution of the library media program to the educational process.

(II) The impact of collaborative instruction on student achievement.

(III) A variety of instructional strategies and assessment tools.

(IV) Collaboration in a learning community.

(V) Procedures for developing curriculum and for producing instructional materials to meet learning objectives and characteristics.

(VI) Procedures for designing, implementing, and evaluating instructional activities and integrating information skills into the curriculum.

(VII) Various models of flexible scheduling.

(VIII) Project-based learning modules.

(ii) Ability to:

(I) Produce instructional materials that meet specific objectives and learner needs.

(II) Collaborate with the learning community as a member of the instructional team to design, implement, and evaluate teaching-learning activities.

(III) Motivate students to read, listen, and view a variety of appropriate resources.

3. **Information literacy curriculum.**

(i) Knowledge of:

(I) *The Alabama Course of Study: Technology Education.*

(II) Strategies for integrating technology into the curriculum.

(III) The National Technology Education Standards of the International Society for Technology in Education (ISTE).

(IV) The use of electronic portfolios for organizing and sharing knowledge.

(ii) Ability to:

(I) Employ strategies to integrate information literacy with the content curriculum.

(II) Incorporate technology to promote efficient and equitable access to information beyond print resources.

(III) Provide opportunities for the learning community to use technology to access, analyze, and present information.

(IV) Ensure that responsibility for an integrated information literacy curriculum is shared across the school.

(V) Assist students and teachers in locating, retrieving, and interpreting information in various formats.

(c) Collaboration and leadership. Prior to program completion, prospective library media specialists shall demonstrate:

1. **Connection with the library community.** Knowledge of:

(i) Professional organizations, including the Alabama Instructional Media Association and the American Library Association/American Association of School Librarians.

(ii) The importance of continuous professional development, professional literature, and peer and social networks for the library community, such as the Listserv (Alabama Library Media Specialists Listserv (ALMS) and the Alabama Library Media Online webpage (ALMO).

(iii) The importance of advocacy in communicating the contributions of the library media program to administrators, teachers, parents, school board members, and the general public.

(iv) Procedures for organizing a school library media advisory committee.

2. **Instructional partner.**

(i) Knowledge of:

(I) The importance of participating on school and district committees and in faculty staff development opportunities.

(II) Procedures for planning, conducting, and evaluating in-service programs to meet the needs of media staff and school faculty.

(ii) Ability to:

(I) Design appropriate learning tasks and assessments.

(II) Design an in-service program concerning library media center materials and services.

(III) Evaluate an in-service program appropriate for a library media specialist.

(IV) Participate as a member of the instructional team in the design, implementation, and evaluation of instruction.

3. **Educational leader.**

(i) Knowledge of:

(I) The characteristics of a twenty-first century library media program as articulated in *Alabama's School Library Media Plan for the 21st Century Learner*.

(II) The overall program of each school level, including its organization and program of instruction.

(III) The role of other educational professionals and professional associations.

(IV) Roles and responsibilities of the library media specialist and the contribution of the library media program to the educational process.

(V) Research findings related to school library media programs.

(VI) The importance of advocacy for the library media program to the learning community.

(VII) Ways the school library media program can enhance school improvement efforts.

(VIII) Procedures for organizing a school library media advisory committee.

(ii) Ability to articulate the relationship of the library media program with current educational trends and important issues.

(d) Program administration. Prior to program completion, prospective library media specialists shall demonstrate:

1. **Managing information resources: Selecting, organizing, and using.**

(i) Knowledge of:

(I) Ethical and legal principles related to school library media programs, including intellectual freedom, copyright, and confidentiality of information, and procedures for responding to intellectual freedom challenges.

(II) Legislation, requirements, policies, procedures, and professional recommendations that affect school library media programs.

(III) Selection, analysis, and evaluation of 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.

(IV) Techniques to promote the use of information in different formats by students and other members of the learning community.

(V) Attributes of different information formats.

(VI) Methods for organizing the library media facility and its collections (print, nonprint and electronic), according to standard accepted practice.

(VII) Electronic databases, including those available in the Alabama Virtual Library.

(ii) Ability to:

(I) Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population.

(II) Maintain and circulate a collection of materials and related equipment.

(III) Develop procedures to analyze the effectiveness of library media policies, procedures, and operations.

2. **Managing program resources: human, financial, and physical.**

(i) Knowledge of:

(I) State and local procedures for budget preparation, justification, and administration.

(II) 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.

(III) Accepted management principles and practices that relate to personnel, financial, and operational issues.

(ii) Ability to:

(I) Plan, implement, and evaluate an in-service education program.

(II) Assist students and teachers in the application of information skills.

(III) Retrieve needed information from global sources through networking and other strategies to meet the requests of users.

(IV) Select resources and related equipment to support the total curriculum and respond to the needs of a multicultural school population.

(V) Maintain and circulate a collection of materials and related equipment.

(VI) Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use.

3. **Comprehensive and collaborative strategic planning and assessment.**

(i) Knowledge of:

(I) Collaboration with the learning community to develop, implement, and assess the school library media program to meet information needs.

(II) Alignment of information literacy standards, resources, and services with the school's mission, vision, goals, and standards to ensure higher levels of student achievement.

(III) Emerging technology used to collaboratively manage, administer, and implement a twenty-first century school library media program.

(ii) Ability to use quantitative and qualitative methods of data collection in assessing the library media program to make decisions that promote student achievement.

(4) Requirements for Certification in Library Media. Readiness to serve as a library media specialist shall include:

(a) ~~At least a Class B Professional Educator Certificate in a teaching field or a Class A Professional Educator Certificate in a teaching field or in another area of instructional support.~~ At least a valid Class B Professional Educator Certificate in a teaching field, or a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.

(b) An official transcript from a regionally accredited institution documenting an earned master's degree.

(c) Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for library media specialists.

(d) Competence to perform as a library media specialist in internship experiences which total at least 300 clock hours, with at least half of the time in one or more P-12 school libraries, including elementary and secondary grades. Internships in P-12 schools must be supervised by individuals who hold a valid master's level professional educator certificate in library media and who are employed as librarians. The internship must comply with Rule 290-3-3-.02(6)(a) and (d).

(e) Satisfactory performance on a comprehensive assessment documenting mastery of the curriculum of the library media program, which may include but may not be limited to, an oral examination.

(f) Two full years of full-time, acceptable educational experience.

(5) Testing for Certification in Library Media. Applicants for initial certification in library media through the completion of a Class A program must meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP) as a precondition for certification. Additional information is provided in Rule 290-3-3-.47(4).

Author: ~~Dr. Joseph B. Morton.~~ Dr. Thomas R. Bice.

Statutory Authority: Ala. Code §§16-3-16 and 16-23-14 (1975).

History: New 12-19-78; amended 12-13-90, effective 02-01-91; repealed and adopted new 01-09-97, effective 07-01-97; amended 06-14-99, effective 07-19-99; amended 03-14-02, effective 04-18-02; repealed and adopted new 09-11-03, effective 10-16-03; repealed and adopted new 07-13-04, effective 08-17-04; repealed and adopted new 04-14-05, effective 05-19-05; repealed and adopted new 08-06-07, effective 09-10-07; repealed and adopted new 08-03-09; effective 10-01-09; amended _____, effective _____.