

K-12 LIBRARY MEDIA ENDORSEMENTS/POSITIONS WORK PLAN

OPI DATA 2016-2018



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The intent of this document is both to provide a current snapshot of available data regarding the status of School Library Media Specialists and to provide a multi-faceted plan to ensure that the role of Library Media Specialists will continue to be strengthened.

K-12 Library Media Endorsements/Positions OPI Data 2016-2018¹

Category	2016	2017	2018
Class 1 or 2 License with endorsement in K-12 Library Media	Data not available	802	Data not available
Class 5 with endorsement in K-12 Library Media	Data not available	28	Data not available
BPE Internship in K-12 Library Media	Data not available	28	Data not available
Number of K-12 Library Media endorsement holders (includes Class 1, 2, 5, & BPE)	Data not available	858	Data not available
Filled Positions	591	602	595
Unfilled Positions	39 {24 difficult, 5 possible, 10 unable}	23 {15 difficult, 7 possible,	12 (8 difficult, 4 possible)
Total Number of K- 12 Library Media positions	630	630	607
Surplus	27% surplus of K- 12 Library Media endorsement holders (using 2017 licensure data)	26% surplus of K-12 Library Media endorsement holders	29% surplus of K-12 Library Media endorsement holders (using 2017 licensure data)
Percentage of schools out of compliance	39/630=6%	23/630=4%	12/607=2%
Approved Variances to Standards (schools}	59/630=9%	45/630=7%	39/607=6%
Total percentage of schools out of compliance and approved variances	98/630=16%	68/630=11%	51/607=8%

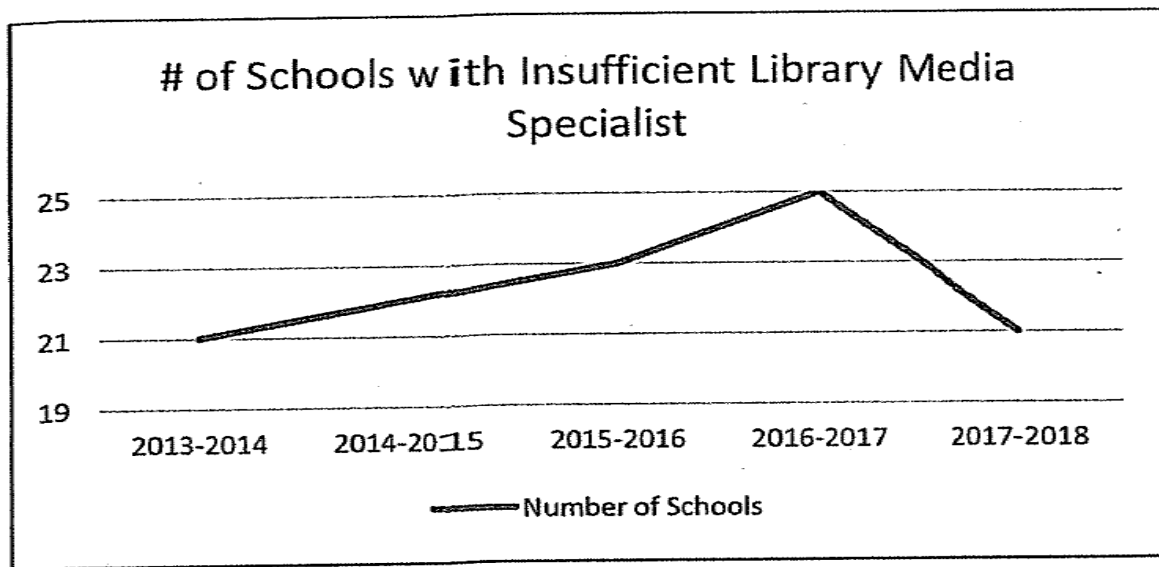
¹-Prepared by Ann Ewbank {MSU-Bozeman) and Anne Kish {UM-Western)

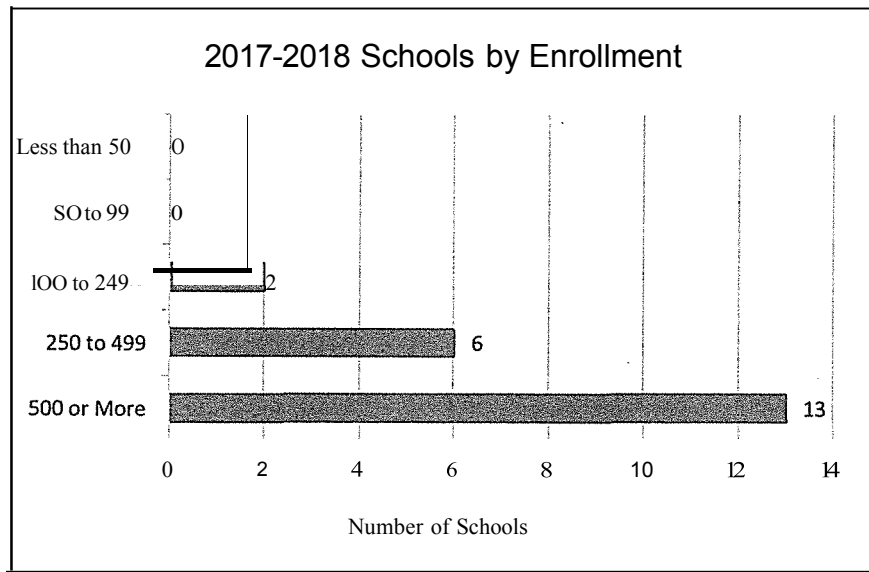
Library Media Specialist Deviation Trends

Insufficient Library Media Specialist FTE

73 schools (41 School Systems) have received an *Insufficient Library Media Specialist FTE* deviation since 2013.

School Year	Number of Schools	% of All Accredited Schools
2017-2018	21	2.5%
2016-2017	25	3.0%
2015-2016	23	2.8%
2014-2015	22	2.6%
2013-2014	21	2.5%

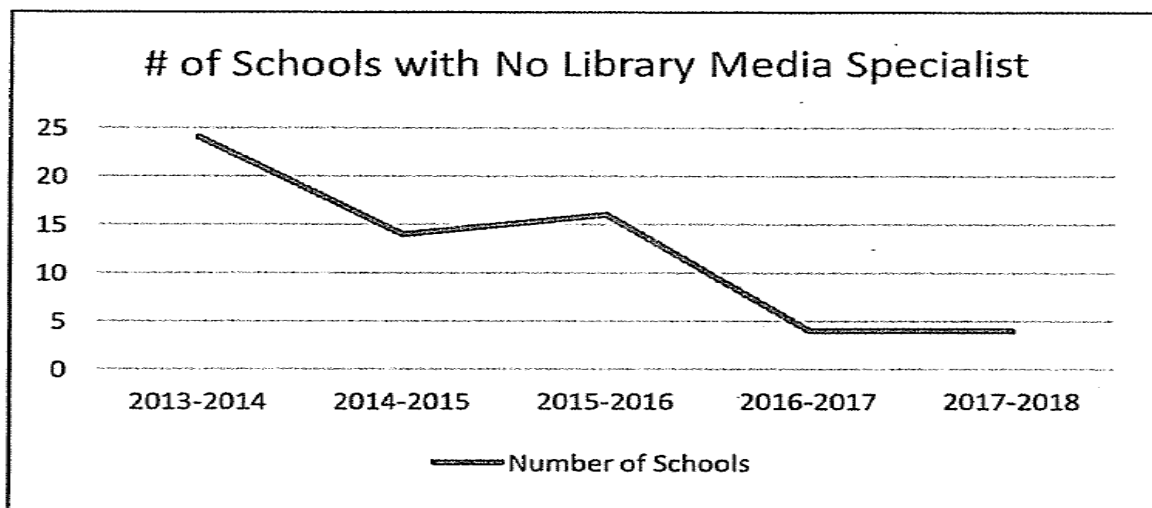


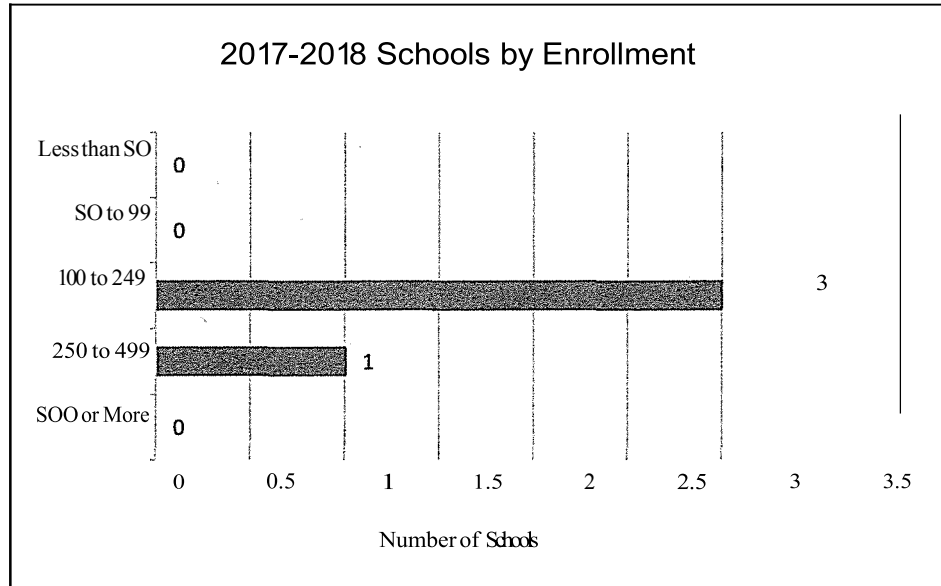


No library Media Specialist FTE

44 Schools (27 School Systems) have received a *No Library Media Specialist* FTE deviation since 2013.

School Year	Number of Schools	% of A
2017-2018	4	0.5%
2016-2017	4	0.5%
2015-2016	16	1.9%
2014-2015	14	1.7%
2013-2014	24	2.9%

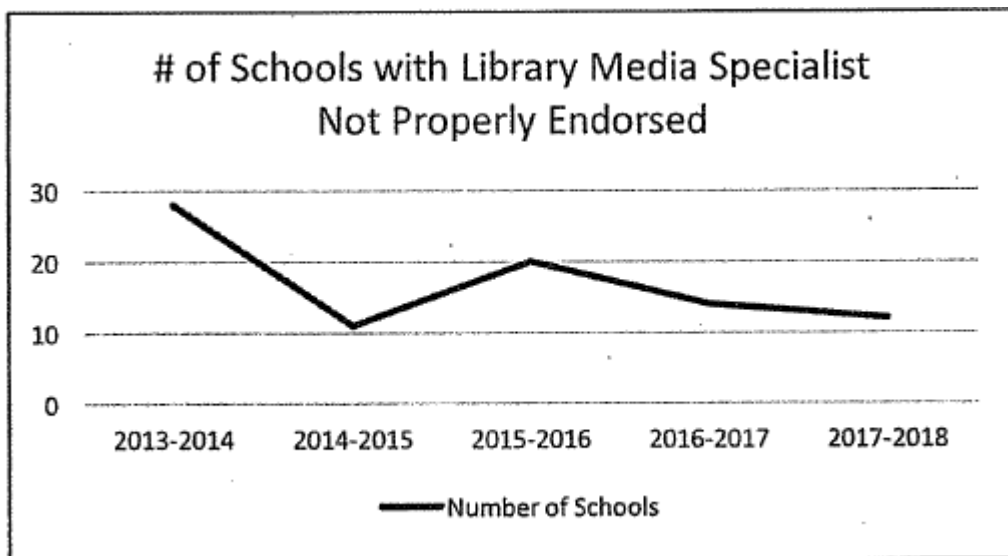


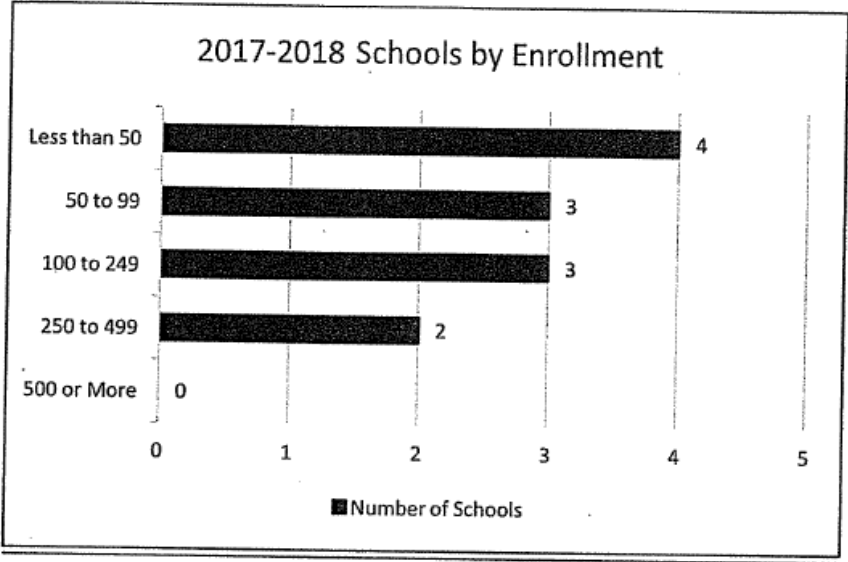


Library Media Specialist Not Properly Endorsed

68 Schools (32 School Systems) have received a *Library Media Specialist Not Properly Endorsed* deviation since 2013.

School Year	Number of Schools	% of All Accred Schools
2017-2018	12	1.4%
2016-2017	14	1.7%
2015-2016	20	2.4%
2014-2015	11	1.3%
2013-2014	28	3.3%

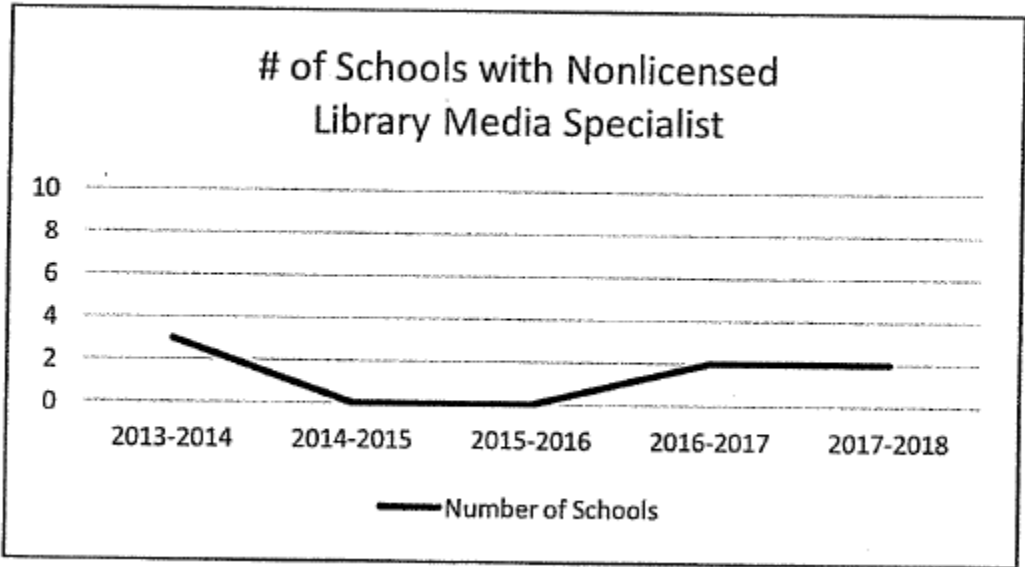


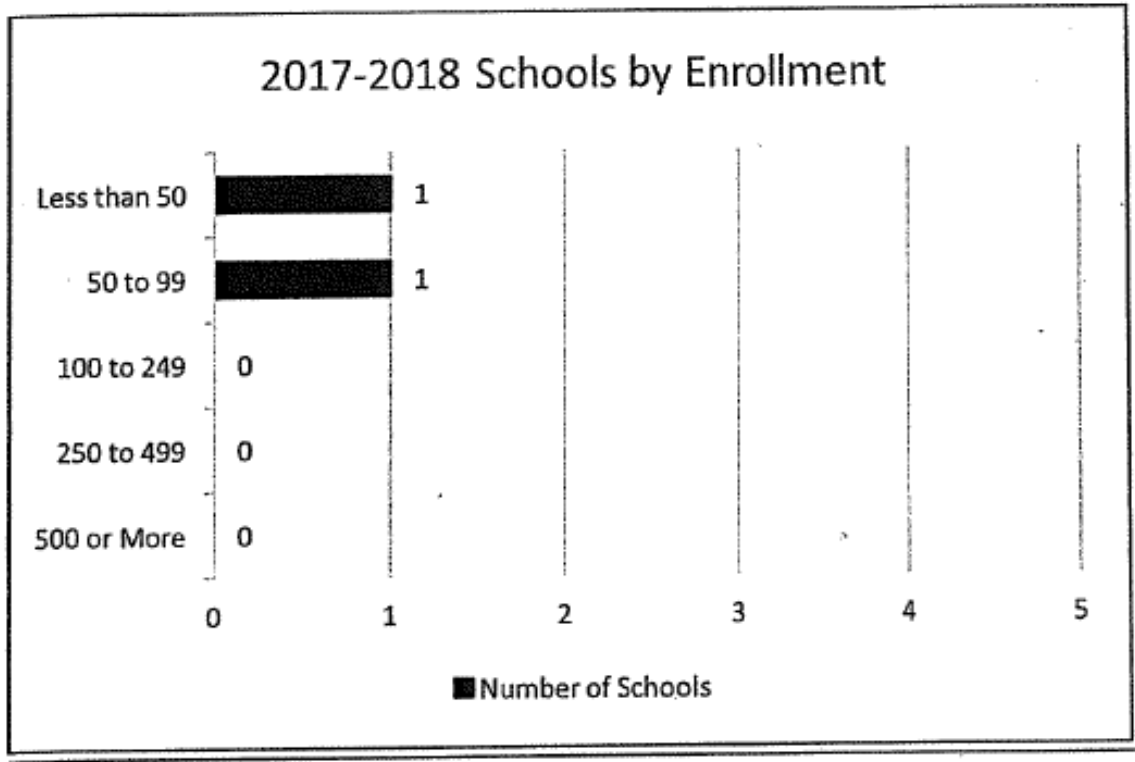


Library Media Specialist Nonlicensed

7 Schools (3 School Systems) have received a *Nonlicensed library Media Specialist* deviation since 2013.

School Year	Number of Schools	% of All Accred Schools
2017-2018	2	0.2%
2016-2017	2	0.2%
2015-2016	0	0.0%
2014-2015	0	0.0%
2013-2014	3	0.4%

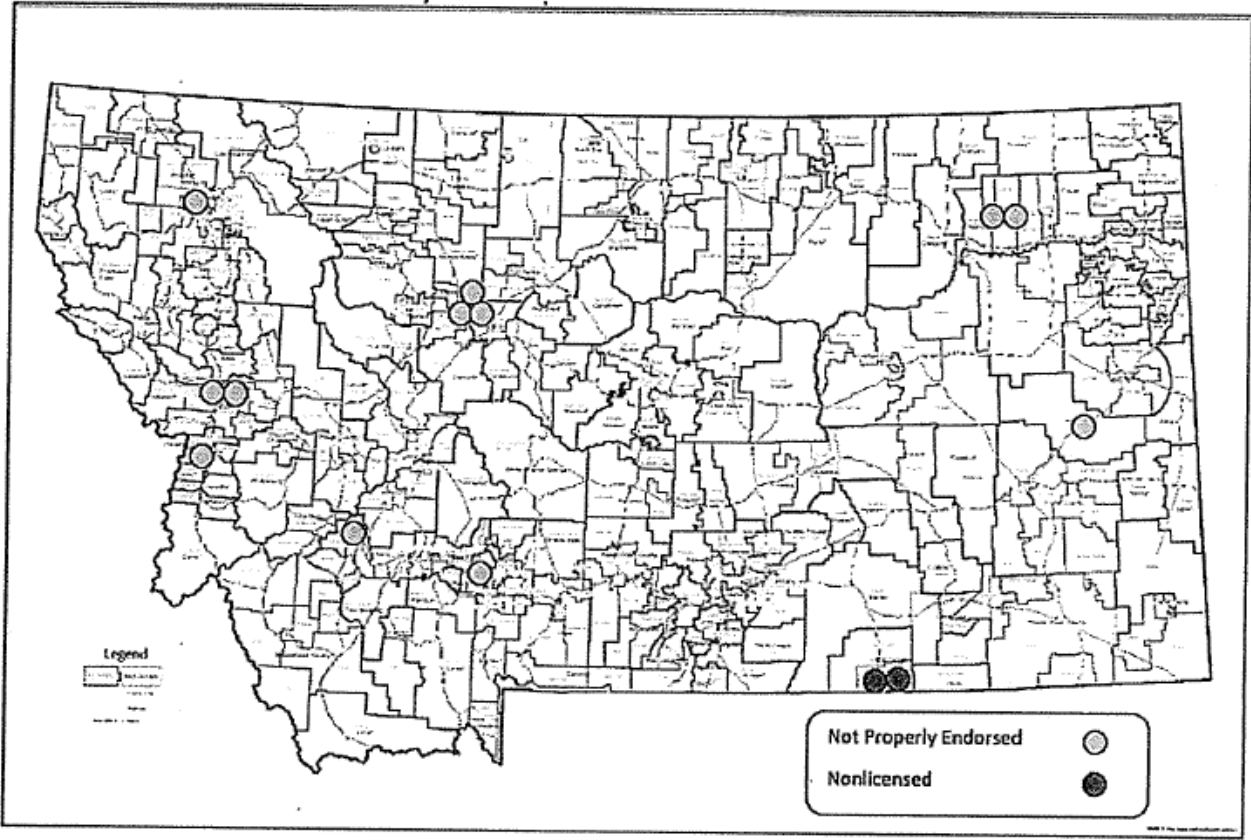




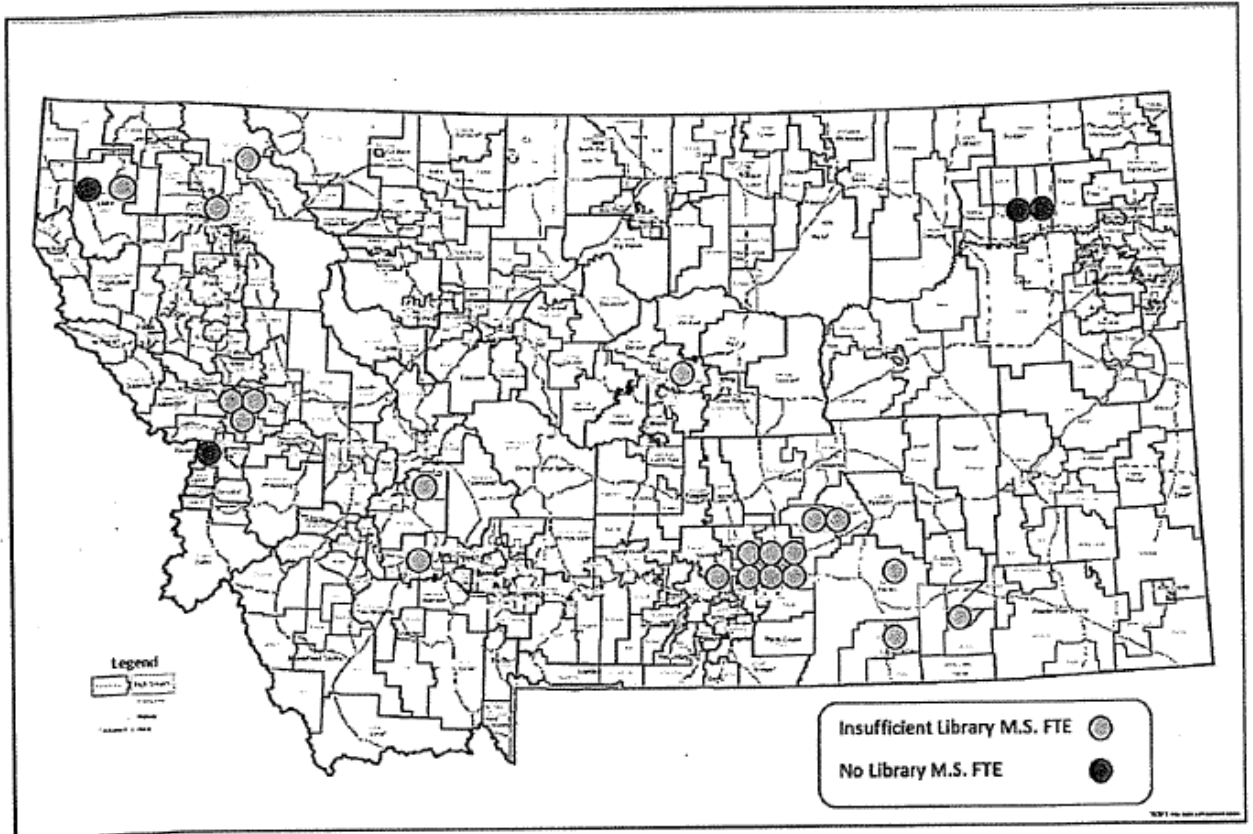
Variances to Standards - Library Media Specialist FTE

- 27 of the current 77 Variances to Standards (35%) are for Library Media Specialist FTE. (These are Variances to Standards in place since May 2013 and active for the upcoming 2018-2019 school year.)

2017-2018 Geographic Representation of Schools with Library Media Specialist Licensure Deviations



2017 – 2018 Geographic Representation of Schools with Library Media Specialist FTE Deviations



Administrative Rules of Montana

K-12 Library Media Services Standards of Accreditation

10.55.709 LIBRARY MEDIA SERVICES, K-12

(1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist at the following ratio:

- (a) .5 FTE for schools with 126-250 students;
- (b) 1 FTE for schools with 251-500 students;
- (c) 1.5 FTE for schools with 501-1000 students;
- (d) 2 FTE for schools with 1001-1500 students;
- (e) 2.5 FTE for schools with 1501-2000 students;
- {f} 3 FTE for schools with 2001 or more students.

(2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist.

(3) If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.

History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

**Administrative Rules of Montana
Professional Educator Preparation Standards (PEPPS)**

10.58.517 LIBRARY MEDIA K-12

(1)The program requires that successful candidates:

(a) demonstrate the ability to design, implement, assess, and evaluate an information literacy program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum;

(b) demonstrate the ability to manage the library facility to meet school district goals by:

(i) utilizing current practices in the areas of policy development, budgeting, needs assessment, and collaboration with students and colleagues; and

(ii) demonstrating competency and professionalism in library program administration including budgeting, facilities, equipment, public relations, and program advocacy;

(c) promote reading for learning and enjoyment by demonstrating the ability to:

(i) manage library collections through evaluation, selection, acquisition, and organization of library materials;

(ii) collaborate with teachers and students in the selection of reading materials in print and digital formats; and

(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana;

(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and

(e) model and facilitate the effective use of current and emerging digital information tools to locate, analyze, evaluate, and efficiently and ethically use information to support research, learning, creating, and communicating in a digital society.

History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2122, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15.

Work Plan for School Accreditation Library Media Specialist Requirement

School libraries staffed with endorsed Library Media Specialists are a part of the fabric of K-12 education, and this group is looking at the recruitment and retention of Library Media Specialists. The Montana OPI, the Montana library community, and the Montana Council of Deans of Education are committed to staffing schools with Library Media Specialists who have completed a post-baccalaureate or graduate program resulting in a Library Media Specialist Endorsement.

Current status: Between 2016-2018 the percentage of schools without a Library Media Specialist (including out of compliance and approved variances) was reduced from 16% to 8%. OPI should be commended for its leadership in increasing the number of schools that have endorsed library media specialists. Many of these schools have come into compliance by hiring Library Media Specialists who already have a Library Media Specialist Endorsement or who have begun an endorsement program to be completed within three years under a Class 5 license or a Board of Public Education Internship. This group recognizes the strong compliance numbers, and plans to maintain the momentum of filling open positions with endorsed Library Media Specialists. This group also aims to strengthen what it means to be an endorsed Library Media Specialist in Montana.

Short-term goals:

- Lend targeted support to the school districts that are out of compliance in regard to having an endorsed Library Media Specialist on staff. Help school leaders to understand the value of having a Library Media Specialist and the process to go about hiring an endorsed Library Media Specialist or setting a current Class 1 or 2 licensed Teacher on track to earn an endorsement within three years through the Class 5 or Board of Public Education Internship process. Both UM Missoula / UM Western and MSU-Bozeman accept provisionally licensed students into their programs.
- Move the deadline for variance requests to July or allow for variance requests to be approved more often than once a year.
- Create a Task Force with all relevant stakeholders, such as SAM, MCDE, MREA, MSSA, MBI, MLA, MSLC, and the UM Missoula / UM Western and MSU-Bozeman Library Media Specialist endorsement program coordinators. This task force will assist in meeting medium- and long-term goals.
- Increase professional development opportunities (potentially through OPI's Teacher Learning Hub) so that the previously mentioned groups, school leaders, and teachers

can gain a richer understanding of what endorsed Library Media Specialists contribute to the K-12 learning environment

Medium-term goals:

- Refresh PEPPS standards (ARM, Chapter 10.58.517) per updated AASL standards (November 2017). The last standards update was July 2015.
- Currently, ARM labels these educators as K-12 Library Media Specialists. Re-brand Library Media Specialists as Teacher-Librarians. Maximize the re-branding opportunity to increase awareness of what endorsed Teacher-Librarians contribute to schools in regard to technology integration and standards-based education, collaboration with classroom teachers, specialists in IEFA, etc. The UM Missoula / UM Western program is titled, "Teacher-Librarian," while the MSU-Bozeman program is titled "Library Media Certificate". The Board of Regents would need to approve the request to change the title of MSU-Bozeman's program after internal discussion. Submitting this change to the BOR will take approximately 9 months. Additionally, the Board of Public Education would need to approve an ARM change from "Library Media Specialist" endorsement to "Teacher-Librarian" endorsement.
- Further incorporate IEFA into the Library Media Specialist role resulting in Library Media Specialists serving as the school IEFA expert

Long-term goals:

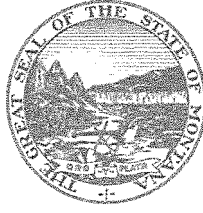
- There's a noted lack of understanding amongst some school leaders regarding how to facilitate a current teacher adding a library endorsement to a teaching license on a provisional basis. A short-term goal is to target schools that are currently out of compliance. The companion long-term goal is to include this information in programs that grant graduate degrees in educational leadership leading to a Montana Principal or Superintendent license.
- There's a mid-term goal to maximize the re-branding opportunity to increase awareness of what endorsed Library Media Specialists contribute to schools in regard to technology integration and standards-based education, collaboration with classroom teachers, specialists in IEFA, etc. The mid-term goal focuses on current school leadership. The companion long-term goal is to include this information in programs that grant graduate

degrees in educational leadership leading to a Montana Principal or Superintendent license.

- Align the Library Media Specialist position with student achievement as measured by the Smarter Balanced assessment. The goal doesn't focus on assigning test coordinator responsibilities to the Library Media Specialist, but rather on educating Library Media Specialists to assist schools in infusing standards into the curriculum, reflected in increased student achievement as measured by the Smarter Balanced assessment.
- Identify and mentor newly licensed classroom teachers who show interest in careers in K-12 Library Media. Similarly, in the spirit of the "Educators Rising²" effort, identify and mentor middle school and high school students who show interest in careers in K-12 Library Media.

² See <https://www.educatorsrising.org/>

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MEMORANDUM

To: Jules Walker
Deputy Superintendent
Office of Public Instruction

From: Linda Vrooman Peterson
Accreditation and Educator Preparation Administrator
Office of Public Instruction

Date: June 11, 2018

Re: Praxis Content Knowledge Test - Library Media Specialist

In November of 2017, the Board of Public Education approved the Montana minimum score on Praxis Subject Assessment of 150 for Library Media Specialist (5311). The *Praxis*® Library Media Specialist (5311) test was used by 23 states and the District of Columbia during the 2017-2018 testing year.

The minimum recommended score for the Library Media Specialist: Content Knowledge test of 150 is used by out-of-state applicants who seek licensure in Montana. Completers of library media programs in Montana will take the Praxis content knowledge test beginning August 31, 2018. This extension allowed the library media programs in the state time to incorporate the Praxis test specifications into the curriculum.

The Office of Public Instruction hosted an Education Testing Service test review of the Praxis Content Knowledge for Library Media Specialist in June of 2017. The three library media programs in the state agreed to add the content knowledge test as part of a multiple-measures approach to recommending candidates for licensure. The Montana Assessment of Content Knowledge is attached.

Library Media Specialist: Content Knowledge (5311)

- Recommend-Adoption of Library Media: Content Knowledge (5311).

- Montana Minimum Score-150.
- Annually review data.
- Conduct score review process in three years in the spring following the initial test administration 2018; 2019; 2020.

Notes: Reviewers recommended adoption with reservations, at a passing score of 150. ETS will regenerate Library Media Specialist Praxis Subject Assessment (5311) using the new standards from the American Association of Librarians/American Association of School Librarians. Montana educators will volunteer to participate in this review process. The ALA and AASL delayed the release of their new Standards for Initial Preparation of School Librarians is delayed until 2018.

Rationale: The Praxis Library Media Specialist assessment was considered to be out of date and more twentieth century technology terminology and references than twenty-first century, but the reviewers agreed that something needed to be in place to help ensure consistency across programs. Montana participants asked to be included in the regeneration activities for this exam. Message to ETS regarding regeneration: "Hurry Up."

Contact Information

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