NCATE 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
Valley City State University, ND

Date of Review
02 / 01 / 2014

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

Program(s) Covered by this Review
Master's in Education with a Library and Information Technologies Concentration

Grade Level(1)
K-12

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

Program Type
Other School Personnel -- School Library Media Specialist

Award or Degree Level(s)
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

PART A - RECOGNITION DECISION

SPA Decision on NCATE 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 an 80% pass rate on state licensure exams:
Yes
No
Not applicable
Not able to determine

Comments, if necessary, concerning Test Results:

Summary of Strengths:

PART B - STATUS OF MEETING SPA STANDARDS

Standard 1. School library media candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. They apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.

Standard 1.1. Efficient and ethical information-seeking behavior. Candidates model strategies to locate, evaluate and use information for specific purposes. Candidates identify and address student interests and motivations. Candidates interact with the learning community to access, communicate and interpret intellectual content. Candidates adhere to and communicate legal and ethical policies.

Met Met with Conditions Not Met

Comment:
Previously met.

Standard 1.2. Literacy and reading. Candidates are aware of major trends in reading material for children and youth. Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. Candidates use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.

Met Met with Conditions Not Met

Comment:
Previously met.

**Standard 1.3. Access to information.** Candidates support flexible and open access for the library media center and its services. Candidates identify barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and electronic formats. Candidates comply with and communicate the legal and ethical codes of the profession.

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Comment:
Previously met.

**Standard 1.4. Stimulating learning environment.** Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center. Candidates identify relationships among facilities, programs, and environment that impact student learning. Candidates plan and organize library media centers according to their use by the learning community.

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Comment:
Previously met.

**Standard 2.1. Knowledge of learners and learning.** Candidates design library media instruction that assesses learner interests, needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.

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Comment:
Previous condition required submission of data, which was done.

**Standard 2.2. Effective and knowledgeable teacher.** Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools. Candidates analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.

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Comment:
Previous condition required submission of data, which was done.

**Standard 2.3. Information literacy curriculum.** Candidates employ strategies to integrate the
information literacy curriculum with content curriculum. Candidates incorporate technology to promote efficient and equitable access to information beyond print resources. Candidates assist students to use technology to access, analyze, and present information.

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**Comment:**

Previously met.

**Standard 3.1. Connection with library community.** Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. Candidates articulate the role of their professional associations and journals in their own professional growth.

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**Comment:**

Previously met.

**Standard 3.2. Instructional partner.** Candidates model, share, and promote ethical and legal principles of education and librarianship. Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.

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**Comment:**

Previously met.

**Standard 3.3. Educational leader.** Candidates are able to articulate the relationship of the library media program with current educational trends and important issues. Candidates recognize the role of other educational professionals and professional associations. Candidates translate for the school the ways in which the library program can enhance school improvement efforts. Candidates utilize information found in professional journals to improve library practice.

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**Comment:**

Previously met.

**Standard 4.1. Managing information resources: selecting, organizing, using.** Candidates select, analyze, and evaluate 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. Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice. Candidates support intellectual freedom and privacy of users. Candidates plan for efficient use of resources and technology to meet diverse user needs.

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Previously met.

**Standard 4.2. Managing program resources: human, financial, physical.** Candidates develop and evaluate 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. Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues. Candidates plan adequate space for individuals, small groups and whole classes.

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**Comment:**

Previously met.

**Standard 4.3. Comprehensive and collaborative strategic planning and assessment.** Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives. Candidates use data for decision-making.

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**Comment:**

Previously met.

**PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

**C.1. Candidates’ knowledge of content**

See prior report.

**C.2. Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions**

Candidates' ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions is assessed through Assessment 4. Candidates collaborate with classroom teachers to design and present instruction. Multiple assessments cover design of instruction as well as dispositions. Data for revised assessment is included. Qualitative elements of the scoring rubric are still lacking.

**C.3. Candidate effects on P-12 student learning**

As required in previous condition, program provided data from revised assessment of instruction provided to students by candidate. As recommended, program developed a rubric and data is disaggregated at the element level. Program has fulfilled the required condition. Qualitative elements of the scoring rubric are still lacking.

**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)
Addressed in previous report.

**PART E - AREAS FOR CONSIDERATION**

**Areas for consideration**

It is unclear what aspects of candidate performance would lead to a rating of acceptable, target, etc. on Assessment 4 due to lack of qualitative elements in the scoring guide.

**PART F - ADDITIONAL COMMENTS**

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

F.2. Concerns for possible follow-up by the Board of Examiners:

**PART G - DECISIONS**

Please select final decision:

- **National Recognition.** The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted mid-cycle (2 years in advance for a 5-year cycle and 3 years in advance for a 7-year cycle) before the next scheduled accreditation visit. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE 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.