

290-3-3-.49 Library-Media.

(1) The study of library-media begins at the fifth-year level. Eligibility for initial certification in library-media shall include at least baccalaureate-level professional educator's certification in a teaching field.

(2) **Curriculum.** The curriculum shall provide the prospective library-media specialist with the following knowledge and abilities:

(a) Knowledge of:

1. The overall program of each school level, including its organization and program of instruction.

2. Roles and responsibilities of the library-media specialist and the contribution of the library-media program to the educational process.

3. 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.

4. Legislation, requirements, policies, procedures, and professional recommendations that affect school library-media programs.

5. Opportunities for continuous professional development, including professional organizations, professional literature, and peer networks.

6. Research findings related to school library-media programs.

7. Procedures for developing curriculum at the building and school system levels and for producing instructional materials to meet learning objectives and characteristics.

8. Application of instructional and information technologies in a school setting and techniques for teaching teachers to use technology to enhance instruction.

9. Characteristics of learners in a multicultural society, including their abilities, interests, needs, and learning styles.
10. Literature and resource materials available, including community resources.
11. Procedures for budget preparation, justification, and administration.
12. Procedures for planning, implementing, and evaluating a library-media program to meet the characteristics of a specific school.
13. Procedures for ensuring that students and staff have physical, intellectual, and organizational access to library-media centers, collections, and services.
14. Factors to be considered when selecting materials that match instructional goals and meet the needs of a multicultural school population.
15. Procedures for acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection and for motivating students and staff to use the collection.
16. Attributes of different information formats.
17. Procedures for planning, conducting, and evaluating in-service programs to meet the needs of media staff and school faculty.
18. Strategies to communicate the contributions of the library-media program to administrators, teachers, parents, school board members, and the general public.
19. Procedures for designing, implementing, and evaluating instructional activities and integrating information skills into the curriculum.
20. A continuum of activities through which the school library-media specialist can assist teachers in the teaching-learning process and can motivate students to read, listen, and view a variety of appropriate resources.

21. The components of effective interpersonal relationships in the school.

22. Procedures for organizing a school library-media advisory committee.

(b) Ability to:

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

2. Design, develop, implement, and evaluate a learning activity or unit of instruction.

3. Assist students and teachers in locating, retrieving, and interpreting information in various formats.

4. Produce instructional materials that meet specific objectives and learner needs.

5. Relate literature for children and young adults to their interests and abilities.

6. Plan, implement, and evaluate an in-service education program.

7. Assist students and teachers in the application of information skills.

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

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

10. Maintain and circulate a collection of materials and related equipment.

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

(3) **Evaluation for Certification.** Criteria for determining eligibility for certification as a library-media specialist shall include the following:

(a) A GPA of not less than 3.0 on all courses in the Alabama State Board of Education approved library-media program.

(b) Performance as a library-media specialist in clinical experiences which total at least 300 clock hours, with at least half of the time in a P-12 school library.

(c) A passing score on a comprehensive written library media test.

(d) Two years of satisfactory educational experience.

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Statutory Authority: Code of Ala. 1975, §§16-3-16, 16-23-14.

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