



Library Media – MED (ED_MEDT_MSEG & ED_MEOT_MSEG)

The library media program consists of two formally approved programs, one in a traditional face-to-face format, and the other in distance format. Students enrolled in this program are preparing themselves to serve as school librarians. Graduates of the program are eligible to be recommended for professional certification in library media. Currently, there are approximately 10 students enrolled between the two program delivery options.

Student Learning Outcomes

1. Specificity of Outcomes

Student Learning Outcomes:

Prior to graduation from the program, students in the library media program will be able to...

1. **apply** the knowledge & skills of an effective library media specialist to issues and problems in library media.
2. **describe** the roles of the library media specialist as a part of an effective school library media program.
3. **apply** intellectual freedom principles to library media scenarios.
4. **apply** information literacy concepts and practices to library media scenarios.
5. **analyze** the effects of instructional technology on library media programs and school curricula.
6. **implement** instructional activities for a specific target audience and specific learning objectives.
7. **communicate** library media theory and research to professional audiences of researchers and/or practitioners

2. Comprehensive Outcomes

The student learning outcomes listed above represent a comprehensive treatment of the content knowledge and skills students acquire within the library media M.Ed. program. Each student learning outcome represents one of the foundational aspects of effective school library media programs and effective school library media specialists.

The program faculty collaboratively developed these student learning outcomes using the following documents that guide and govern school library media programs and professionals:

American Association of School Librarians. (2009). *Standards for the 21st-century learner in action*. Chicago, IL: American Library Association

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library programs*. Chicago, IL: American Library Association

These learning outcomes reflect not only the scope of the program, but also the significant and important foundational tenants of the profession of librarianship in a school setting.

3. Communicating Outcomes

The student learning outcomes are communicated in the following ways:

- They are collaboratively developed by all program faculty members.
- They are published on the College of Education website for assessment.

- They are posted on the Library Media M.Ed. website
- They are included in appropriate program-core course syllabi for student access

Curriculum Map

4. The following curriculum map illustrates the relationship between the student learning outcomes, the direct measures for each outcome, and the required courses that students must complete for the program. It does not reflect 6 hrs. of elective courses that the students must take, as those courses are unique to each student's plan of study. While the elective courses contribute to the professional knowledge students acquire, the specific content of elective courses is not directly measured for library media certification

Student Learning Outcomes: Prior to graduation from the program, students in the library media program will be able to...	Direct Measure	EDMD 7000/6	EDMD 7010/6	EDMD 7100/6	EDMD 7110/6	EDMD 7120/6	EDMD 7130/6	EDMD 7210/6	EDMD 7920/6 ³
1. apply the knowledge & skills of an effective library media specialist to issues and problems in library media.	Praxis ⁵	1	1	2	2	2	2	1	3
2. describe the roles of the school librarian as a part of an effective school library program.	Comps Q1 ²			1	2	2	3		3
3. apply intellectual freedom principles to library media scenarios.	Comps Q2 ²				1	2	2		3
4. apply information literacy concepts and practices to library media scenarios.	Comps Q3 ²			1		2	2		3
5. analyze the effects of instructional technology on library media programs and school curricula.	Comps Q4 ²		2					1	3
6. implement instructional activities for a specific target audience and specific learning objectives.	PWS ¹	1	2	2		2		2	3
7. communicate library media theory and research to professional audiences of researchers and/or practitioners	Defense ⁴ ; Current Issue Paper ⁴	1	1	1	1	2	2	2	3

Key: 1 = Introduced; 2 = Reinforced; 3 = Emphasized

Notes:

¹PWS = Professional Work Sample—A required activity completed during the final course (EDMD 7920/6 Clinical Residency). The PWS consists of focused instructional planning, implementation, assessment of student learning, and reflection of the process for teaching for learning information literacy skills.

²Comprehensive examinations have standard questions that all students complete.

³EDMD 7920/6, Clinical Residency, is the culminating course for the M.Ed. program, and to meet the requirement for library media certification, students complete 300 clock hours of practical work in a variety of school library media centers.

⁴The oral defense and current issue paper are presented to the faculty in a manner similar to a dissertation defense, but with a practical/practitioner orientation.

⁵The Library Media Specialist *Praxis*, administered by the Educational Testing Service, measures knowledge and abilities of students who have had preparation in a library media program. Test content covers five areas: 1) Program Administration; 2) Collection Development; 3) Information Access and Delivery; 4) Learning and Teaching; and 5) Professional Development, Leadership, and Advocacy. A passing score on the Library Media Specialist *Praxis* is required for recommendation for library media certification.

Measurement

5. Outcome-Measure Alignment

The assessment measures were developed to correspond with the student learning outcome they measure (see Curriculum Map).

1. "...knowledge and skills..."—Since the first student learning outcome functions as the broad, foundational base of knowledge and skills addressed in all required courses, we selected the Praxis examination as the measure. The Praxis examination is a nationally-administered standardized test that school librarians in the State must pass in order to receive licensure. It is intended to measure basic skills and knowledge gained within the coursework of a licensure program.

Since student Learning Outcomes 2 – 6 represent the important building blocks of the library media profession we selected measures that examine the fundamental concepts of the profession. Each measure targets a specific fundamental concept (the five roles of the school librarian; intellectual freedom; information literacy; information technology; and implementing instruction).

2. "...roles of the school librarian..."—The comprehensive examination question for this outcome asks students to describe actions and skills that are demonstrated within each of the five roles of the school librarian.
3. "...intellectual freedom..."—The comprehensive examination question for this outcome asks students to select a specified number of implications of the concept of intellectual freedom within a school library program and to provide actions or solutions to each of the implications.
4. "...information literacy..."—The comprehensive examination question for this outcome asks students to select a specified number of challenges school librarians face in their efforts to develop information literate students. They must also provide solutions or responses to the challenges they've identified.

5. "...information technology..." – The comprehensive examination question for this outcome asks students to select a specified number of demands that are placed upon the school library program in response to the integration of information technology into the school curriculum. They must also provide solutions to each demand that they've identified.
6. "...implement instruction..." – The measure associated with this outcome requires students to provide documentation of the implementation of an instructional activity or unit for the students in a specified school environment. Students are required to provide documentation of the three aspects of instructional implementation (planning, implementing, and assessing).

Student Learning Outcome #7 relates to the information literacy process and practice addressed in all required courses, therefore, we selected the current issue paper and oral defense as the measures.

7. "...communicate research & theory..." – The measures associated with this outcome require students to identify a current, compelling, issue that is relevant to practicing school librarians and complete a research paper about that issue. The second measure for this learning outcome is the oral defense of the research paper as well as the written answers to their comprehensive examination questions.

6. Direct Measures

All eight measures are direct measures of student learning.

1. Praxis examination – yields a numerical score on a test intended to measure knowledge and skills acquired within a program (Student Learning Outcome 1).
2. Comprehensive examination questions – will be scored using rubrics (Student Learning Outcomes 2-5)
3. Professional Work Sample – is scored using a rubric (Student Learning Outcome 6)
4. Current Issue Paper – will be scored using a rubric (Student Learning Outcome 7)
5. Oral defense – will be scored using a rubric (Student Learning Outcome 7)

7. Data Collection

All direct measures are rated as satisfactory/unsatisfactory or, in the case of the Praxis examination as pass/fail. The passing score for the Praxis examination is set by the Alabama State Department of Education, not by the program. However, the library media program faculty are in the process of developing rubrics with finer gradations of the quality of student performance. These rubrics will be developed in collaboration with distinguished graduates, practicing school library media specialists, from the program. Each of the measures will be scored by multiple raters.

Results

8. Reporting Results

Student Learning Outcome 1. Of the four (4) students who completed the Library Media Master's Degree program for Academic Year 2017, **100% passed the Praxis examination.**

An additional two (3) student elected to take the Praxis examination prior to their final term in the program. All of those students also passed the Praxis examination. The pass score for Alabama (set by the State Department of Education) is 146. The national median during this testing period, for the Library Media Specialist examination is 163, with the national mean being 162.23. The Alabama Median is 159 and the Alabama Mean is 157.87. The median score for Auburn test takers was 160 with the mean being 157.87 *These data maintain a high standard of excellence where 100% of our program completers pass the required Praxis examination. Combining this year and last year's completers, we've had 9 total students take the Praxis and all nine have earned passing scores above both the State and National average scores.*

The Praxis examination is a “designed to measure the knowledge and abilities of examinees who have had preparation in a program for school library media specialists, grades K-12... “The 120 selected-response questions cover program administration; collection development; information access and delivery; learning and teaching; and professional development, leadership, and advocacy (ETS, 2015, p. 5).”



Figure 1. Distribution of Content in the Praxis Examination for Library Media Specialists (ETS, 2015, p. 5)

The full scope of knowledge and skills that program completers demonstrate when they pass the Praxis examination is as follows (reproduced from ETS, 2015, p. 6):

I. Program Administration

- a. Organization, administration, and evaluation of the library media center
- b. Shared decision making, mission and philosophy statements, goals, and objectives for services and programs, short- and long-range planning
- c. Methods for assessing needs, evidence-based assessment modes
- d. Promoting library services, resources, and programs
- e. Managing the library media center: budgeting, alternate means of funding, managing the library media center staff and volunteers
- f. Rationale for library media center policies: developing and revising policies, legal and ethical issues relating to policies

II. Collection Development

- a. Function, structure, and components of the selection policy

- b. Selecting and maintaining resources: relationship between school curriculum and collection development; guidelines for deselection; using standard collection development, review, and bibliographic tools
 - c. Developing and maintaining a professional collection
 - d. Selection criteria for all resources, including equipment and services, materials acquisition sources, ordering and budgeting procedures
 - e. Descriptive and subject cataloging, related tools, and digital cataloging data
 - f. Purpose and format of MARC records
 - g. Physical arrangement of resources
 - h. Loan, renewal, and reserve procedures
 - i. Promoting resources
- III. Information Access and Delivery
 - a. Knowledge of print, nonprint, and digital resources and their uses
 - b. Knowledge of current and emerging technologies: jargon, equipment, the digital community
 - c. Knowledge of information retrieval processes, search strategies, and evaluative criteria
 - d. Information resource sharing: interlibrary loan, networks, school/public library cooperation
 - e. Equal access to resources, programs, and services for all learners
 - f. Scheduling
 - g. Library media center environment
 - h. Legal and ethical issues related to information use: copyright, plagiarism, intellectual property, confidentiality, acceptable use
 - i. Bibliographic citation
- IV. Learning and Teaching
 - a. Knowledge of children's and young adult literature: print and media awards, works of prominent authors and illustrators, literary genres
 - b. Knowledge of trends issues, and research related to reading and information literacy
 - c. Knowledge of information literacy models and principles
 - d. Alignment of library media center program with information literacy standards; alignment of programs with school curriculum
 - e. Collaborative teaching and planning
 - f. Instructional design: Characteristics of learners, predominant learning theories, elements of lesson planning, meeting the needs of diverse learners, assessment methods and tools
 - g. Theory and practice of classroom management
- V. Professional Development, Leadership, and Advocacy
 - a. Role and function of professional organizations related to school library media
 - b. Purposes and examples of professional development activities, role of reflective practice

- c. Initiating and facilitating collaborative opportunities: Action plans, building consensus, characteristics of the adult learner
- d. Implications and provisions of major legislation and court cases affecting libraries and education
- e. Codes of ethics
- f. Advocacy

Student Learning Outcomes 2-5: Of the 4 students who completed the Library Media Master's Degree program for Academic Year 2017, **100% passed the comprehensive examination questions.** Of those who passed, 0 were required to revise one or more of their questions in order to pass the questions. This is an improvement from last year's results where one student required revisions to at least one question on the comprehensive examination.

Learning Outcome/ Comprehensive Examination Question	No Revision	Revision	Total Passed
<i>Student Learning Outcome 2:</i> Define and describe at least five (5) element(s) of an effective school library program that builds a learning environment to meet the needs of diverse learners. For each element you choose, provide a rationale for its inclusion in your list and specific school library examples for each item.	4		4
<i>Student Learning Outcome 3:</i> Discuss in detail the implications and/or risks for a school librarian related to the principle that school library programs are founded on a professional commitment to the right of intellectual freedom. For each implication or risk, provide a specific solution or response to that risk.	4		4
<i>Student Learning Outcome 4:</i> Discuss the 3 most significant challenges that school librarians face in their efforts to develop information literate students. Explain how you selected your three challenges (what caused them to be among the "top three"?) Provide at least 1 recommended solution for each of the challenges you identified. When generating your solutions, keep in mind the real world limitations facing schools, teachers, school librarians, and administrators in the 21 st century (e.g. funding, time, personnel, legislated policies, etc.).	4		4
<i>Student Learning Outcome 5:</i> Discuss the consequences and/or challenges of the effects on school curricula caused by the implementation of	4		4

instructional technology. Also discuss the demands that are placed upon the school library program and the school librarian in response to changes with integrating technology into curriculum.			
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(Figure 2. Numbers of students who passed vs. revised individual comprehensive examination questions)

*Student Learning Outcome 6: Of the 4 students who completed the Library Media Master's Degree program for Academic Year 2017, **100% passed the Professional Work Sample.** Combining last reporting year, and this reporting year data together, all nine of the students who were completers passed the Professional Work Sample.*

For the Advanced Professional Work Sample (PWS), students prepare a key information skills lesson essential to information literacy or inquiry-based learning. The PWS lesson includes assumptions of multiple instructional interactions between the student and K-12 students by using 1) direct instruction, 2) modeling and guided practice, 3) independent practice, 4) sharing and reflecting, and 5) assessment of student learning.

Each PWS includes the following 4 sections:

- I. **Planning** for Teaching and Assessing an Information Skills Lesson
 - a. Background or scenario for inquiry-based project requiring information skills
 - b. Explanation of teacher and library media graduate clinical resident collaboration process
 - c. Identifying applicable *Standards for the 21st Century Learner* and matching them to curriculum/subject standards and/or learning objectives
 - d. Identifying applicable information literacy benchmarks
 - e. Determining the final product for the lesson.
 - f. Determining tool(s) for assessing information skills objectives (information process, final product, student self-questioning, and student dispositions)
 - g. Determining tool(s) for assessing curriculum/subject objective(s)
 - h. Determining instructional practices to meet diverse learners' needs
 - i. Determining information sources to be used with the lesson
- II. **Implementation** of an Information Skills Lesson
 - a. Description of teaching and learning techniques (direct instruction, modeling and guided practice, independent practice, and student sharing and reflection)
 - b. Description of how instructional strategies meet diverse learners' needs
 - c. Description of information sources used with the lesson
- III. **Analysis** of the Assessment of Student Learning of Information Skills
 - a. Presentation and discussion of post lesson assessment data
 - b. Discussion of how collaboration process impacted student learning
 - c. Discussion of adequacy of information sources used
- IV. **Reflection** on Teaching and Assessment of Student Learning in the Information Skills Lesson

- a. Reflective essay summarizing collaboration process, overview of diverse learners, overview of information skill(s) learned and benchmarks met, and overview and summary of assessment of student learning.

Student Learning Outcome 7: Of the four students who completed the Library Media Master's Degree program for Academic Year 2017, **100% passed the Oral Defense/Current Issue Paper**. Of those who passed, one was required to revise the Current Issue Paper in order to achieve a passing score. These revisions were stylistic and formatting in nature, not relating to the content of the paper. Zero students were required to make revisions on the oral presentation.

The current issue paper requires students to identify, research, and report on a self-selected current issue or topic related to school library media programs or services. They must also maintain and submit a search log that demonstrates their mastery of the information search process. The log should reflect all research activities from the inception and exploration of the topic through the bibliographic search process, showing both what journals they browsed and what search terms/strategies they used to complete the research.

The Oral Presentation Defense serves as an overview and evidence of the students' expertise in the five roles of the library media specialist. The students select from three scenarios used to frame their presentations. These scenarios are:

1. Prepare a presentation for a job interview as a school librarian with a committee of educators. Present your competencies to fulfill the five roles of a school librarian based on your knowledge and abilities using evidence from your graduate course work to support your statements.
2. Prepare a presentation to be given during parent/teacher night at your school. The presentation would introduce you as the school librarian. You want to ensure that the parents and other guests understand the 5 roles of the school librarian as well as illustrate your expertise and abilities to fulfill these roles and provide an effective school library program that will promote student achievement.
3. Prepare a presentation for an initial evaluation conversation with your principal/supervisor. Prepare a presentation that highlights your skills and expertise in the 5 roles of the school librarian. Use your answer to Knowledge Question #5 to structure your presentation.

9. Interpreting Results

As compared to past years, we have had an increase in the number of student-completers during the 2017 academic year. The faculty determined that our students are successful at meeting the program learning objectives. Students are required to pass each individual question in order to be granted a "pass" score for the comprehensive examination. Due to this requirement, students are permitted to revise questions one time in situations where initial submissions are scored as unacceptable. The ordinal scale used to measure success, though, is a dichotomous one that does not provide strong differentiation for the quality of

student work. The faculty can identify the numbers of students who require revisions to specific comprehensive examination questions or on the current issues paper that students must submit. Based on the results from the last reporting year, the completers this year required fewer revisions on their examination questions, indicating that student learning has improved.

The faculty have identified that two subscores on the PWS are lower than the other subscores, indicating that completers aren't as accomplished at those two aspects of the PWS. The analysis of student learning and the accompanying reflection on that analysis have lower scores than the planning and implementation aspects of the PWS. While the means for all of the subscores are between 2 and 3, the faculty have identified that our completers tend to struggle with the concept of measuring student learning. Our students all passed the PWS, but their performance on these two subscores could be improved in future years.

10. Communicating Results

The results of this year's student results were shared with faculty in a program meeting (March 23, 2018). Students receive results of their own evaluation scores at the time of the comprehensive examinations, which are individually scheduled between the students and members of the faculty during the final semester in which the student is enrolled.

Use of Results

11. Purposeful Reflection and Action Plan

The program faculty met (March 23, 2018) to discuss the results of the students' performances on our direct measures.

The results of Student Learning Outcome 1 indicate that all of our students mastered that outcome. Improvement beyond 100% pass rate is mathematically impossible.

The faculty realized that scoring of the comprehensive examination questions (Student Learning Outcomes 2-4) do not reflect a desired level of specificity. The faculty determined that a revision of the rubrics for each of the questions is necessary, and will be working toward that during the upcoming year. The faculty are generally satisfied with the questions themselves, but believe that the scoring could be improved with rubrics that are more detailed. The goal for revising the rubrics is to develop a more robust ordinal scale with at least four different levels.

While it might appear that revising the rubrics for examination questions and the research paper is limited to improving the assessment process and does not support improving student learning, one must also remember that it is impossible to improve what one cannot measure. Therefore, having a more robust scale with which to measure student performance will enable the faculty to more effectively identify gaps in student learning. Well-developed rubrics are multidimensional and able to tease out different layers of content/performance within a complex project/essay/etc. They go beyond simple

frequency counts of spelling errors, numbers of sentences, or other mundane elements found in written work.

Once the faculty are able to apply a more focused rubric to the student work submitted as a part of the comprehensive examination process, we will be able to identify not only the topics that students might struggle to master, but also the supporting sub-topics / concepts that are a necessary foundation to the larger conceptual issues being examined.

If we find that there are topics/concepts/sub-topics/sub-concepts that students struggle to master or to communicate their mastery about, we will be able to modify our course content, projects, and field assignments to fill those gaps.

At the March 23 meeting, the faculty committed to revising and drafting new rubrics for the comprehensive examination questions as well as the research paper requirement with the intention to pilot their use on past submissions in order to calibrate the scales created. Then, once our interpretation and application of the rubrics is calibrated among the faculty, we will be using them for the first time on work submitted during the Summer, 2018 semester oral defenses. Our student learning outcomes 2-5 as well as outcome #7 would be supported by the improvement in assessment rubrics.

Student Learning Outcome #6, measured by the PWS, indicates that while our students all master that outcome, their performance on subscales does vary. The students do not perform as well on the scales relating to assessing student performance – that is, OUR STUDENTS' abilities to assess THEIR STUDENTS performance on learning activities. Therefore, the faculty have made the following modifications to the courses that develop assessment skills for our students. First, the faculty have chosen class materials that are more specifically aimed at future school librarians and their abilities to assess student learning in a school library. These materials have been acquired by the RBD Library in e-book format as well as being required reading as a part of the residency (final) course in the program. Second, the course readings and assignments have been modified to more fully develop the skills associated with measuring student learning. Last, the faculty have modified course activities, assignments, and practice opportunities within relevant courses so that they are more closely aligned to relevant professional literature and standards relating to assessing student learning.

We also should not ignore non-assessment related data that is collected as a part of the regular reflection by faculty on the courses they teach. As a result of this professional reflection and examination of teaching content and practice, the faculty identified a gap in foundational knowledge that our students are displaying.

The faculty are finding that students are entering one required course (EDMD 7100/7106 – Selection of Media for Youth) without required prerequisite knowledge about the foundations of literature for children and youth. Specifically, they lack knowledge about the characteristics of the different genres of literature, the ability to identify quality titles within the genres of literature and a current knowledge about trends and authors in the

literature for children and youth. Without this prior knowledge, students are not ready to begin refining their understanding of literature for children and youth to be able to develop quality school library collections. In other words, they are not able to learn to select titles because they are unfamiliar with the foundations of the literature. As the result of interviews with students who are currently enrolled, as well as the admission interviews of applicants to the program, we have identified a trend of undergraduate students leaving non-elementary teacher preparation programs as being one contributor to the gap in prior knowledge. A second contributor is the length of time students have been away from formal higher education.

Our current method for addressing our curricular gap is unsatisfactory. The main instructor for the course that is affected has had to compress the required content for that course so that it can be taught in a fewer number of weeks than 15 so that the prerequisite content can be retaught, not just reviewed, at the beginning of the semester. The compression of content results in an additional 2 to 3 weeks of content being delivered during the semester.

Unrelated to this gap in prior knowledge we also have new curricular requirements that have been mandated by the State Department of Education relating to the inclusion of issues relating to diversity into the curriculum. In addition to seeing increased hesitancy of our students to read literature outside of their preferred “comfort zones” in terms of genre, content, and themes found in the body of literature available to learners of all ages our curriculum must also include an approved diversity course that addresses one of several diversity themes.

Changing student populations (especially an increasing heterogeneity in terms of culture) in schools has also necessitated an increased focus on the diverse needs of students in the K-12 schools.

This particular student-learning issue is very complex, and involves not just the curriculum needs of our students and the accompanying curriculum approval process of the university, but also the curriculum approval process that is governed by the State Department of Education that our program must satisfy.

Our solution to the program is to develop a new course that would serve as a prerequisite to the existing course and that would also meet diversity requirements set by the state. We have embarked on the planning and development of this course and hope to be able to implement it for students in the program within the next academic year. Our student learning outcomes 2 and 3 would both be supported by this solution.

References

Educational Testing Service [ETS]. (2015). *The Praxis Study Companion: Library Media Specialist*. Available: <https://www.ets.org/s/praxis/pdf/5311.pdf>