

Kansas school library media specialist is a licensed, experienced teacher.

<p>Kansas Professional Teaching License School Library Media Specialist http://www.ksde.org/</p>	<ul style="list-style-type: none"> • Professional teaching license (or 5-year certificate) • Required library/information and technology courses • Advanced degree • Pass the ETS PRAXIS exam (#5311)
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What do school librarians do? New Roles and Responsibilities

2015 Kansas Program Standards Library Media Specialist

<http://tinyurl.com/z62jkn3>

Leader	Instructional Partner	Instructional Specialist	Teacher
<p>Provides leadership and best educational practices throughout the school community to develop an effective school library program. Is an advocate and advisor for student learning in career and technical education.</p>	<p>Participates as co-teacher with members of the school community to develop district and school building level policies, practices, and curricula to guide and enrich student learning in all content areas.</p>	<p>Teaches information and technology literacy skills, and promotes their importance in all assessed content areas.</p>	<p>Effectively uses principles and methods of instruction to create an active, inquiry-based learning environment where students become enthusiastic readers, critical thinkers, skillful researchers, and ethical users of information.</p>

What do school librarians teach? New Learning Outcomes for Students

Kansas Curricular Content Standards for Library/Information and Technology PreK-12

<http://tinyurl.com/zchmznd>

2016	Learners who are developing information literacy abilities use cognitive and technical skills, resources, and tools to:
Information Value	determine the value and purpose of information.
Information as Exploration	know the scope of the task required to meet an information need.
Information Research as Inquiry	pursue, study, and investigate problems for new understandings.
Information Authority	identify and evaluate information.
Information Format	recognize and distinguish uses and limits of products developed through various creative processes.
Information as Conversation	actively engage in non-academic, academic, and professional conversations.

This curricular framework is based on a cluster of interrelated core concepts to be taught across grade bands and content areas. Each grade band includes detailed learning outcomes.

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This document is available online at: <http://tinyurl.com/zw9opuh>

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Kansas School Library Media Specialist Evaluation					
Leader	Instructional Partner	Information Specialist	Teacher		
	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NO BASIS FOR JUDGMENT
Standard 1. Leader					
Direct role in student learning and achievement within context of educational initiatives and curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Networking with educators for curriculum planning, implementation of best educational practices, and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct participation in school improvement, professional development initiatives, and continuous professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2. Instructional Partner					
Collaborates with school administrators and teachers to implement instruction across content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrates multimedia, research, and information access, retrieval, evaluation and use skills into content instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in design, implementation, and evaluation of inquiry-based units for all content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3. Information Specialist					
Facilitates and promotes flexible and open access to library services and information in paper and electronic formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses, and instructs others to use, new computer technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within content areas, designs and delivers authentic learning experiences that emphasize ethical use of information and technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informs and enhances instruction that supports student research, learning, communication, and creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4. Teacher – Knowledge of Learners and Learning					
Collects high quality, high interest literature in multiple formats and languages to support and teach effective strategies for reading, writing, thinking, listening, and speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides grade and ability level information literacy instruction (access, retrieval, evaluation, use) using primary and secondary sources of authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluates text complexity to assist teachers in selecting materials, planning, and delivery of content instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5. Teacher - Knowledge of Pedagogy					
Uses knowledge of inquiry-based learning for diverse learning styles, interests, needs, and intellectual, and physical disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using formative and summative assessment, documents and communicates the impact of collaborative instruction on student learning and achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>