LINDENWOOD
UNIVERSITY

Master of Arts in Education

Library Media

Yvonne Gibbs, EdD

2014 Handbook

Lindenwood University

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Welcome to Lindenwood University School of Education!

Welcome! Lindenwood University is a thriving institution with a variety of undergraduate and graduate programs with locations across Missouri and Illinois, in addition to online offerings. The School of Education is one of the largest schools at this institution and in the state of Missouri. However, here at Lindenwood, we pride ourselves on our student-centered approach, advising by actual faculty members, and our open door policy so you never feel like a number. The faculty not only has the appropriate academic credentials, but also extensive experience in a wide variety of schools as teachers, counselors, principals, librarians, and leaders at all levels. The faculty is truly vested in providing the best opportunity for all students to succeed. Lindenwood University prides itself in providing a support network for students who need extra assistance in attaining their goals. Lindenwood provides assistance to students through the Student and Academic Support Services (SASS). SASS supports the Lindenwood University student community through academic engagement, problem resolution, service learning opportunities, and provision of resources. We are committed to a student-centered environment reinforcing retention and persistence to graduation by encouraging academic and individual development, along with social responsibility.

Do you already have a master's degree but still want an additional certification? That is also an option at Lindenwood University.

The Master of Arts in Education programs offer opportunities for teachers and professionals to improve their practice in many different areas of study including:

Teaching English to Speakers of Other Languages (TESOL)

Library Media

Special Reading K-12

Gifted Education Certification

Special Education K-12

Character Education

Autism Spectrum Disorders K-12

Early Interventions in Autism and Sensory Impairments

Educational Technology

Mathematics Education Specialist 1-6

School Administration

Program Overview

The Graduate School of Education offers the program of study leading to Master of Arts in Education with emphasis in library media (school librarianship), as well as an add-on library media specialist certification for those degreed with Masters of Arts in Education.   Lindenwood's School Library Media program prepares students for professional careers as a school librarian K-12. Faculty in this program are active in the Missouri Association of School Librarians (MASL), and the curriculum is aligned with the standards of both the Missouri School Librarian Standards and the American Association of School Librarians. The Missouri Department of Elementary and Secondary Education's (DESE) library media certification requirements are currently under revision; our program will make necessary adjustments when requirements are finalized.

Currently the library media program is not an online program. The schedule of courses is on a rotation. This means a course is taught and three semesters are skipped before the course is taught again. Each fall and spring semester the graduate student will have an opportunity to enroll in two library courses that meet on Wednesday beginning at 4:25pm and 7:05pm. Summer semester courses are taught in a four-week term and meet Monday through Thursday, 9:00 am and 1:00 pm. The library media specialist candidate can enter the program any semester. A practicum is part of the required coursework taken during the last semester prior to certification. The number of clock hours with a mentoring certified school librarian is part of certification requirement adjustments. Traditionally DESE has required 90 clock hours with a mentoring certified librarian. Generally, the practicum mentor hours are met with the library media specialist candidate's building librarian, though not required. Please see DESE's documentation related to field experience/internship/practicum in this handbook.

Graduate students will complete a minimum of 30 credit hours of library media coursework, plus the four required core courses to earn the Master of Arts in Education with an emphasis in library media. Elementary certified graduate students will also be required to take 3 hours of Teaching Reading in the Content; middle school and high school certificated teachers have already had this course as part of their certification requirements.

Graduate students who currently hold a master's degree will complete a minimum of 30 credit hours of library media coursework for an add-on certification plus 3 hours of action research. If the graduate student earned their Masters of Arts in Education at Lindenwood, Education Research meets the action research requirement.

Today's school librarian is a leader who works within the school community to support and foster lifelong learning and the love of reading. Our program strives to prepare school librarians to work collaboratively with teachers as well as contribute to advance learning by guiding and encouraging individual inquiry, engaging students to think critically about the world around them, as well develop a knowledge base of current technologies as tools.

Program Admission

Admission Standards

Lindenwood University consciously seeks a diverse student body and welcomes applicants from all socioeconomic, religious, and ethnic backgrounds. The University also values geographic diversity and welcomes international students. Admission to graduate programs is granted to students who demonstrate academic preparedness and the potential for academic excellence. Applications for admission to Lindenwood University graduate programs will reviewed by the Director of Evening Admissions and Dr. Yvonne Gibbs.

Application Procedures

Apply by visiting the Office of Evening and Graduate Admissions at the Lindenwood University Welcome Center on the St. Charles campus, any of the extension centers, or online at the following address: https://applylu.lindenwood.edu/login.asp

To be considered for admission to the University, an applicant's file must include each of the following documents:

- Electronic or paper application, along with a non-refundable $30 application fee.
- Current resume.
- An official undergraduate transcript as well as official transcript(s) from any graduate school(s) attended if transfer credit is desired.
- A copy of applicant's valid teaching certificate.

Model I Certification Area: Library Media

This program provides add-on certification after initial certification has been earned. It is an advanced program for educators who have had experience in either elementary or secondary schools. A student may complete coursework required to be recommended and/or apply for Missouri DESE teacher certification in library media. In Model I, elective courses are selected from courses required for specialized certification. The program is designed to enable the educator to extend his/her knowledge, skills, and understanding of the process of teaching and learning.

- Model I allows the graduate student, in accord with a faculty advisor, to design a portion of the program according to individual needs and career goals.
- Students admitted to Model I must hold a valid teaching certificate and be presently involved in an educational setting or have worked within one in the last three years.
- The program includes the four core courses required of all graduate students in Education.
- The remaining credit hours will be selected by the student in consultation with the advisor from existing graduate courses to meet state certification standards for application to the selected program.

Program Planning and Completion

Lindenwood University School of Education
MASTER OF ARTS in EDUCATION
Program Planning Worksheet
MODEL I CERTIFICATION AREA: Library Media K-12

_____
Name   Date Advised   Advisor Signature

To complete the Master of Arts in Education Program **all students must**:

1. Possess a baccalaureate degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
2. Complete application procedures for admission to the university, pay required fees, and be approved by the Dean.
3. Applicants must hold a valid teaching certificate.
4. Complete 33 semester hours of graduate course work required to earn the specified Master of Arts in Education degree. DESE may require you to take more than hours of coursework just for the certificate pursued.
5. Maintain a GPA of 3.0 or higher.
6. Education of the Exceptional Child is a prerequisite for the Master of Arts Administration of Education degree.
7. Take EDL 550 to meet requirement for MA Project EDU 600/Curriculum Analysis and Design EDU 520
8. Complete the degree requirements within five calendar years from the first day of the first term in which program commenced.
9. Continue to register for the thesis/Master of Art Project each subsequent term until completed. Failure to continue to register will result in termination from the candidacy for the degree.
10. Graduation application submitted Dec 30 for Mar/May/June graduation; Feb. 28 for Aug/Sept/Dec graduation.
11. Take the Missouri Educator's Profile – current link – If link is not current , search MEP

    http://dese.mo.gov/eq/mo-ed-profiles.htm The Missouri Educator Profile (MEP) is administered online, and candidates may complete the profile at their convenience from any computer with an internet connection. After the results are received, set up an appointment with your advisor and develop your plan.

* Transfer and Workshop Credit:
- No more than 9 semester hours from other accredited institutions approved by the Dean and Registrar.
- All transfer credits must carry a letter grade of "B" or higher from official transcript.
- No Pass/Fail or Credit courses accepted.
- All transfer credit must be relevant to proposed program and completed within last 7 years.
- Once admitted, prior permission from Dean and Registrar must be obtained to apply credit from other college or university towards degree.
- Up to 6 credit hours may be accepted from approved workshops. If from other institution, would be counted towards approved transfer credit limit of 9 hours.

Core Courses		Hour	Semester Completed	Transferred*	Grade	Notes
Analysis of Teaching & Learning **or** Advanced Educational Psychology	EDU 505 EDU 511	3				
Conceptualization of Education	EDU 510	3				
Educational Research	EDU 570	3				*also required by DESE for add-on certification
Curriculum Analysis and Design	EDU 520	3				

Master of Arts in Education with an area of certification in Library Media K-12

To complete the Master of Arts in Education with certification in Library Media K-12 please note:

Certification for Library Media Specialist (for those who possess a teaching certificate) requires 33 credits not including the 9 remaining hours of core classes in the Master of Arts in Education course work. The library media specialist candidate will also be required to pass the Missouri Library Performance Assessment (MoLPA), which is currently under construction, see Course Descriptions and Assessment section of the handbook.

Certification Specialty		Hour	Semester Completed	Transferred*	Grade	Notes
Libraries and Librarianship	EDL 500	3				
Administration of the Media Center	EDL 505	3				
Cataloging and Classification	EDL 510	3				
Information Tech for Media Center	EDL 515	3				
Selection and Acquisition of Materials	EDL 520	3				
Introduction to Reference Sources	EDL 525	3				
Integration and Utilization	EDL 530	3				
Library Materials Children & Youth	EDL 535	3				
Material Production	EDL 540	3				
Seminar & Media Center Practicum	EDL 545	3				
Media Center & Curriculum Design	EDL 550	3		Not a LU course		Not required for add-on K-12 library certification
OTHER DESE REQUIREMENTS FOR ELEMENTARY CERTIFIED TEACHERS:						
Reading in the Content	EDU 507	3				If you are elementary certified, DESE requires this course for library media certification
Total Certification Hours with Master Requirements		**42-45 Hours**				

*Action Research (EDR 57500) is not offered every semester, yet required by DESE for library media certification. Lindenwood's Education Research is an approved DESE research class for certification in lieu of Action Research. If your Masters of Arts in Education was awarded at an institution other than Lindenwood, the graduate student will be required to take either action research or LU's Education research.

All elementary certified teachers must take EDU 507 00 Teaching Reading in the Content Areas (3) to become library media certified, required by DESE, middle school and high school certificated teachers have already had this course.

Course Descriptions and Offerings

EDL 50000 Libraries and Librarianship: This course introduces the student to the development of the library as an institution and to the role of the library and the librarian in today's society. The Missouri School Library Standards as well as the AASL standards for the 21st century learner are explored intensively.

EDL 50500 Administration of the Media Center: This course investigates principles of organization and administration of the library and media center and its relationship to many publics.

EDL 51000 Cataloging and Classification: This course examines principles and practices of organizing information and creating bibliographic records. MARC records are examined in depth.

EDL 51500 Information Technologies for the Media Center: This course consists of investigation, manipulation and evaluation of current technologies that affect the production, storage dissemination, retrieval and use of information.

EDL 52000 Selection and Acquisition of Materials: This course consists of an analysis of selection tools in developing a comprehensive media collection with emphasis on small to medium-sized libraries and media centers.

EDL 52500 Introduction to Reference Sources: This course examines the selection, evaluation, and use of traditional and electronic reference sources for school library media centers.

EDL 53000 Integration and Utilization: This course examines the integration of information literacy skills and current technologies into PK-12 curriculum.

EDL 53500 Library Materials for Children and Youth: This course is an examination and evaluation of books and non-book materials with an emphasis on informational materials, as well as the literary elements.

EDL 54000 Material Production: This course is an overview of processes involved in the development, evaluation and use of general information and subject discipline area resources with technological tools.

EDL 54500 Seminar and Media Center Practicum: This course involves practical experience in process of library media centers.

There is no recommended sequence because the program allows entry during any semester.

Table 1. *List of Core Classes plus LMS Courses*

Master of Arts Core Curriculum		
EDU 50500	Analysis of Teaching and Learning	3
EDU 51000	Conceptualization of Education	3
EDU 52000	Curriculum Analysis and Design	3
EDU 57000	Educational Research **or**	3
EDR 57500	Action Research	3

Library Media Curriculum		
EDL 50000	Librarians and Librarianship	3
EDL 50500	Administration of the Media Center	3
EDL 51000	Cataloging and Classification	3
EDL 51500	Information Technologies for the Media Center	3
EDL 52000	Selection and Acquisition of Materials	3
EDL 52500	Introduction to Reference Sources	3
EDL 53000	Integration and Utilization	3
EDL 53500	Library Materials for Children and Youth	3
EDL 54000	Material Production	3
EDL 54500	Seminar and Media Center Practicum	3

Students who already possess a master's degree can be certified as a school library media specialist after being accepted into the program and then completing the *Library Media Curriculum courses*, and passing the MoLPA; please note this is not all inclusive due to the ongoing changes at DESE. Elementary certified teachers must add EDU 50700 Teaching Reading in the Content Areas (3) to meet DESE's requirements for library media specialist certification.

Table 2. *Semesters Courses are Offered*

Library Media	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016
EDL 500	X	X	X	X	X	X
EDL 505			X			
EDL 510				X		
EDL 515	X				X	
EDL 520				X		
EDL 525		X				X
EDL 530	X				X	
EDL 535		X				X
EDL 540			X			
EDL 545	X	X	X	X	X	X

Student Learning Outcomes

Student outcomes and goals have been taken from the standards of the Missouri Standards for the Preparation of School Librarians/Media Specialist (MoSPE).

STANDARD 1	**Teaching for Learning:** Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. Documents and communicates the impact of instruction on student achievement.
MoSPE/SLO **Quality Indicator 1.1**	**Quality Indicator 1: Knowledge of Learners and Learning Candidate (1C1):** The school librarian candidate demonstrates knowledge of learning styles, the stages of human growth and development, and cultural influences on learning. The school librarian candidate designs instruction that aligns learning goals and objectives with appropriate formal and informal assessments and that incorporates active learning instruction. The school librarian candidate designs authentic learning activities that incorporate information and technological resources.
MoSPE/SLO **Quality Indicator 1.2**	**Quality Indicator 2: Instructional Partner Candidate (1C2):** The school librarian describes coordination, cooperation, integrated instruction, and integrated curriculum as forms of collaboration. The school librarian candidate collaborates with other educators to plan and implement instruction.
MoSPE/SLO **Quality Indicator 1.3**	**Quality Indicator 3: Effective and Knowledgeable Teacher Candidate (1C3):** The school librarian candidate uses formal and informal formative assessments to document and communicate the impact of instruction on student achievement. The school librarian candidate uses instructional data to inform a plan for action research.
STANDARD 2	**Reading and Literacy:** Promotes and encourages reading for enjoyment, personal growth, and learning. Provides fiction and non-fiction literatures appropriate to the students and grade levels served. Selects reading materials in multiple formats to facilitate maximum access for all members of the school community. Models a variety of research-based literacy strategies. Advocates for students' intellectual freedom.
MoSPE/SLO **Quality Indicator 2.1**	**Quality Indicator 1: Reading Promotion Candidate (2C1):** The school librarian candidate places students at the center of reading, emphasizing free voluntary reading as a primary means of developing reading and literacy. The school librarian candidate describes the importance of reading as a pleasurable experience to all students, including exceptionalities, through reader advisory services. The school librarian candidate describes multiple strategies that model, encourage and promote reading for enjoyment, personal growth, and learning.
MoSPE/SLO **Quality Indicator 2.2**	**Quality Indicator 2: Literature Candidate (2C2):** The school librarian candidate describes children's and teen literature and its

	history, and identifies current publishing trends. The school librarian candidate demonstrates knowledge of classic and current literature in multiple formats that reflect readers' difference in age, physical, emotional, and intellectual development, race, ethnicity, gender, languages, gender identity, religion, and socio-economic status. The school librarian candidate identifies and describes notable authors and illustrators, their work and accomplishments, and identifies international, national, state, and regional awards.
MoSPE/SLO Quality Indicator 2.3	**Quality Indicator 3: Diversity and Inclusiveness Candidate (2C3):** The school librarian candidate examines personal attitudes, beliefs, and assumptions about how race and ethnicity influence professional dispositions and actions. The school librarian candidate describes the characteristics of diverse groups, including differences in physical, emotional and intellectual development, age, race, ethnicity, gender, language, sexual preference, religion, and socio-economic status. The school librarian candidate describes students' interests based on physical, emotional, and intellectual development, age, race, ethnicity, gender, language, sexual preference, religion, and socio-economic status when evaluating resources to ensure equal opportunity for access to materials and information.
MoSPE/SLO Quality Indicator 2.4	**Quality Indicator 4: Literacy Strategies Candidate (2C4):** The school librarian candidate designs instruction that assesses and uses prior literacy knowledge, poses questions appropriate to the task, and monitors reading development and fluency. The school librarian candidate explains the cultural systems of meanings in which all reading takes place and describes the debates that surround literacy theories.
MoSPE/SLO Quality Indicator 2.5	**Quality Indicator 5: Intellectual Freedom Candidate (2C5):** The school librarian candidate explains and applies the principles of *The Students' Right to Read* and the *Position Statement on the School Librarian's Role in Reading.* The school librarian candidate describes laws and regulations governing copyright, intellectual property, fair use, public performance rights, and licensing.
STANDARD 3	**Information and Knowledge:** Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services for a variety of needs.
MoSPE/SLO Quality Indicator 3.1	**Quality Indicator 1: Access to Information Candidate (3C1):** The school librarian candidate articulates the importance of access to library materials in print and electronic formats. (SEE ALSO 5.2) The school librarian candidate demonstrates knowledge of information resources that support optimal learning and development.
MoSPE/SLO	**Quality Indicator 2: Information Literacy Skills**

Quality Indicator 3.2	**Candidate (3C2):** The school librarian candidate plans and teaches information literacy skills incorporating information literacy research models.
MoSPE/SLO **Quality Indicator 3.3**	**Quality Indicator 3: Equitable Access to Resources and Services Candidate (3C3):** The school librarian candidate describes the importance of an inviting library environment that encourages usage by all in the school community. The school librarian candidate articulates a schedule that supports least restrictive access. The school librarian candidate explains the importance of assistive technologies and alternate information formats that meet students' information needs.
STANDARD 4	**Leadership and Advocacy:** Provides leadership by articulating ways in which school libraries contribute to student achievement. Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the school community.
MoSPE/SLO **Quality Indicator 4.1**	**Quality Indicator 1: Instructional Leadership Candidate (4C1):** The school library candidate demonstrates understanding of school governance. The school librarian candidate articulates the role of the library in school and district student achievement.
MoSPE/SLO **Quality Indicator 4.2**	**Quality Indicator 2: Advocating with the School Community Candidate (4C2):** The school librarian candidate identifies stakeholders within and outside the school community who impact the school library program. The school librarian candidate demonstrates understanding of strategies to advocate for the school library program.
STANDARD 5	**Program Management and Administration:** Administers the school library media program using research-based data to analyze and improve services in alignment with the school's mission to support student achievement. Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and deselects information resources. Manages fiscal, physical, and personal resources. Practices professional ethics with regard to intellectual property and information privacy. Develops policies and procedures in support of the library program.
MoSPE/SLO **Quality Indicator 5.1**	**Quality Indicator 1: Strategic Planning, Program Evaluation, and Program Reporting Candidate (5C1):** The school librarian candidate demonstrates familiarity with short- and long-range strategic plans covering a school library's mission, goals, and objectives. The school librarian candidate demonstrates familiarity with program effectiveness concepts and program evaluation techniques. The school librarian candidate demonstrates familiarity with school library data reporting requirements.
MoSPE/SLO **Quality Indicator 5.2**	**Quality Indicator 2: Collection Management Candidate (5C2):** The school librarian candidate demonstrates knowledge of selecting, acquiring and deselecting resources for a specific school

	community. The school librarian candidate demonstrates knowledge of collective evaluation strategies. The school librarian candidate demonstrates knowledge of current cataloging and classification standards for effective storage and retrieval.
MoSPE/SLO **Quality Indicator 5.3**	**Quality Indicator 3: Fiscal, Physical, and Personnel Resources Management Candidate (5C3):** The school librarian candidate demonstrates knowledge of school library financial resources and budgets, prepares, analyzes, evaluates, and justifies a school library budget, and prepares proposals for advocacy, fundraising, and grants. The school librarian candidate demonstrates familiarity with best practices, including Americans with Disabilities Act (ADA) requirements, in the design and remodeling of school library physical facilities. The school librarian candidate demonstrates familiarity with school library human resources and plans human resources for the school library.
MoSPE/SLO **Quality Indicator 5.4**	**Quality Indicator 4: Professional Ethics Candidate (5C4):** The school librarian candidate demonstrates knowledge of and practices associated with the American Library Association *Code of Ethics*.
MoSPE/SLO **Quality Indicator 5.5**	**Quality Indicator 5: Policies and Procedures Candidate (5C5):** The school librarian candidate demonstrates familiarity with effective policies and procedures.
STANDARD 6	**Technology Integration:** Provides equitable access to technology for the school community. Continually upgrades technological skills to enhance student and teacher learning. Integrates technology tools to communicate and facilitate learning. Promotes digital citizenship instruction to support appropriate academic use of information.
MoSPE/SLO **Quality Indicator 6.1**	**Quality Indicator 1: Access to Technology Candidate (6C1):** The school librarian candidate demonstrates knowledge of and ability to use a wide variety of media communication tools.
MoSPE/SLO **Quality Indicator 6.2**	**Quality Indicator 2: Knowledge of Technology Candidate (6C2):** The school librarian candidate develops skills in using a variety of media communication tools.
MoSPE/SLO **Quality Indicator 6.3**	**Quality Indicator 3: Communicate and Facilitate Learning Candidate (6C3):** The school librarian candidate explores and reflects on instructional strategies integrating technology and media communication tools.
MoSPE/SLO **Quality Indicator 6.4**	**Quality Indicator 4: Digital Citizenship Candidate (6C4):** The school librarian candidate explores the concepts of digital citizenship. The school librarian candidate develops model lessons to teach digital citizenship concepts.
STANDARD 7	**Professional Development:** Seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations. Seeks opportunities for service through professional associations.

MoSPE/SLO Quality Indicator 7.1	Quality Indicator 1: Professional Learning Candidate (7C1): The school librarian candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or opportunities.
MoSPE/SLO Quality Indicator 7.2	Quality Indicator 2: Professional Involvement Candidate (7C2): The school librarian candidate identifies and reflects on the array of professional learning networks.

The following matrix identifies which library media specialist courses cover the specific MoSPE/SLO.

Table 1. *Course and Missouri School Librarian Standards Matrix*

Course	MoSPE/SLO Missouri School Librarian Standards						
	1	**2**	**3**	**4**	**5**	**6**	**7**
EDL 50000	X				X	X	X
EDL 50500	X	X		X	X		X
EDL 51000					X		
EDL 51500	X		X	X		X	
EDL 52000		X	X		X		
EDL 52500	X		X			X	
EDL 53000	X					X	
EDL 53500	X	X	X		X		
EDL 54000						X	
EDL 54500	X		X	X		X	

EDL 50000 – Libraries and Librarianship
EDL 50500 – Library Media Administration
EDL 51000 – Cataloging and Classification
EDL 51500 – Informational Technologies
EDL 52000 – Selection and Acquisition
EDL 52500 – Introduction to Reference
EDL 53000 – Integration and Utilization
EDL 53500 – Library Materials for Children and Youth
EDL 54000 – Materials Production
EDL54500 – Seminar and Media Center Practicum

Library Media Specialist Students

Missouri Certification and Assessments

It is the responsibility of the library media specialist candidate to request the additional certification after completing course work. Follow link below, or go to dese.mo.gov and search for: educator certification, already certified as a teacher in Missouri, additional area of certification. Help Guide for Online Certification System can be found at http://dese.mo.gov/eq/cert/CertHelpGuide.html

http://dese.mo.gov/eq/cert/teachers.html   -- add an additional area of certification

   http://goo.gl/MimsXbl

At the time of the handbook compilation, the assessment for the library media specialist field is under development. Currently there is a pdf for frameworks and correlation table at the above link.

Field Experience/Internship/Practicum

Lindenwood's professor responsible for the practicum will follow the directive from the excerpt following this paragraph. The librarian candidate's field experience (practicum) will total 100 clock hours with on-site supervisors as well as observations from the field and clinical supervisor.

Developmental Levels for Advanced Field & Clinical Experiences		
Levels and Definitions	**Entry Level**	**Culminating Level**
Length	Minimum Levels for Advanced Field & Clinical Experiences	
Counselors	Total Number of Clock Hours = 300	
Librarians	Total Number of Clock Hours = 100	
Building Principals	Total Number of Clock Hours = 300	
Superintendents	Total Number of Clock Hours = 300	
On-Site Supervisors	Minimum of 5 Years Experience	
	Minimum of a Masters Degree for Counselors and Librarians	
	Minimum of a Specialist Degree for Building and District Leaders	
	Defined on the Department Website	
Field & Clinical Supervisors	Minimum of 5 Years Experience in PK-12 Schools	
	PK-12 Knowledge & Expertise Students, Content, and/or Pedagogy	
	Ability to Interact, Mentor, Communicate with Students and On-Site Supervisors	
	Weekly Contact with Interns and On-Site Supervisors	
	One Observation Every Three to Four Weeks	

Source: Missouri Department of Elementary and Secondary Education. (2013). *Missouri standards for the preparation of educators (MoSPE),* p6. Retrieved from http://dese.mo.gov/eq/ep/MoSTEP/documents/MoSPEStandards.pdf

As stated in *Missouri Standards for the Preparation of Educators:*

Field experiences may be of an exploratory nature with planning and involvement of the PK-12 school partnerships. Clinical experiences shall be accomplished within the grade range(s) and certification area(s) sought by the candidates.

Educator preparation programs and school districts shall provide regularly scheduled Orientation Sessions for student teachers, cooperating teachers, interns, on-site school supervisors, school site administrators, university faculty/supervisors and other members of the school and community.

Educator preparation programs and school districts shall develop a Memorandum of Understanding (MOU) that identifies expectations of candidates, PK-12 personnel, and

university faculty/supervisors. The MOUs should be shared with all stakeholders and evaluated annually. These agreements shall include, but not be limited to, the following areas for discussion:

1. Scope of the Agreement
2. Placement
3. Assignment
4. Duration, Termination, and Change of Assignment
5. Orientation for Pre-Service Teachers, Cooperating Teachers, Interns, and On-Site Supervisors
6. Supervision and Evaluation of Pre-service Teachers and/or Interns
7. Status Authority of Pre-service Teachers and/or Interns
8. Compensation
9. Other Topics of Mutual Importance to Partnering School Districts and Educator Preparation Programs.

Prior to the library media specialist practicum, experience, the library media specialist candidate will complete the EDL 545 Media Center Practicum Placement Form, see appendix. A daily log will be kept of the experiences in the library and with the mentoring school librarian, as well as weekly assignments. The practicum course syllabus will explain assignments aligned with the Missouri School Librarian Standards that will be completed in conjunction with the practicum clock hours with the mentoring certified school librarian. The on-site supervisor will assess the library media specialist candidate.

Picture retrieved from http://forums.steves-digicams.com/hdr/203826-reading-room-lindenwood-university-library.html#b

Associations and Organizations

Most middle school and elementary schools have only one library media specialist. Large high schools may have two. Therefore, the reality of the job is it is imperative that the school library media specialist have a network to keep up to date. There are a variety of groups and associations related to school library media specialist that sponsor workshops, publish newsletter, blogs or host conferences, both local and national. Information about few is listed here where information as well as support is available.
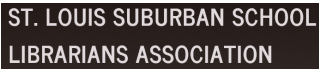
ST. LOUIS SUBURBAN SCHOOL LIBRARIANS ASSOCIATION http://www.slssla.com/ - Region school library association

MASL *Missouri Association of School Librarians* Missouri Association of School Librarians – According to website, "The Missouri Association of School Librarians (MASL) is the premier professional organization for library media specialist who work in Missouri schools."

AASL AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS *A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION* American Association of School Librarians - According to website, "An AASL affiliated organization is a school librarian association that has completed the AASL affiliation process. "

ISTE Internet Society for Technology in Education – According to website "The International Society for Technology in Education (ISTE®) is the premier nonprofit organization serving educators and education leaders committed to empowering connected learners in a connected world."

Free Technology for Teachers *written by Richard Byrne* Free Technology For Teachers – Richard Byrne curates websites, web 2.0 tools, blogs, and other wonderful technological things that can enhance the job of any or all educators.

Google for Education Google for Education – According to website "The Google Teacher Academy (GTA) is a free professional development experience designed to help primary and secondary educators from around the globe get the most from innovative technologies."

Frequently Asked Questions

1. **Where do I find the application of admission to the master's degree program?**

    http://www.lindenwood.edu/admissions/graduate/index.html

2. **Where do I find who the lead advisor is or program director for the graduate programs?**

   http://www.lindenwood.edu/education/index.html

3. **How do I register for classes?**

    The first semester you enroll, you must schedule an appointment with the advisor of the library media specialist program for paper enrollment. The second semester and on out, you will enroll via your student portal.

4. **Will I need to buy books?**

    Most of the library media specialist courses do not require a book. Textbook requirements can be viewed from your student portal.
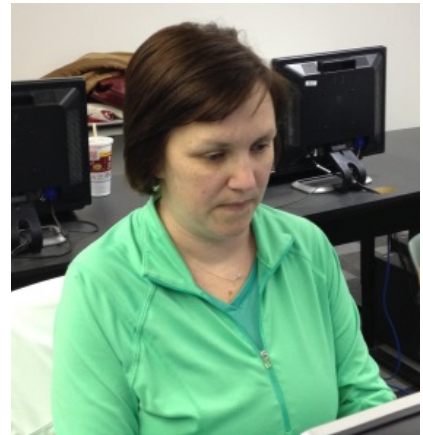
5. **Where can I get a parking permit?**

    http://www.lindenwood.edu/current/graduate/idParking.html

6. **How long will it take me to complete the course work for the Masters of Arts in Education with emphasis in library media?**

    There are 14 courses for middle school and high school certified. Elementary certified have to add one more; DESE requires Teaching Reading in the Content Areas that middle school and high school certificated have had. If you take two courses every semester (fall, spring, and summer), you could be finished after seven or eight semesters with your Masters of Arts in Education with the emphasis in library media.

8. When are the courses taught?

Fall and spring semesters courses are offered on Wednesdays; the first course at 4:25 – 6:55pm and the second course at 7:05 – 9:35pm. During the summer semester, courses are taught in June (starting date varies but ending date is usually before July 4th), Monday through Thursday; first course at 9:00 – 12:00, second course at 1:00 – 4:00pm.

9. How many courses are required for the add-on library media certificate if I already have my masters?

There are 10 courses for middle school and high school certified. Elementary certified have to add one more; DESE requires Teaching Reading in the Content Areas that middle school and high school certificated have had. If your masters is from Lindenwood, your Education Research course meets DESE's requirement for action research. If your masters is not from Lindenwood, you need to take action research or education research.

10. After completing all of the DESE required coursework, will I have an assessment?

DESE is currently under reconstruction, you will be required to pass the Missouri Library Performance Assessment (MoLPA) beginning fall 2015 and possibly a content assessment. Listen and watch for updates please.

11. How does the practicum work?

The practicum is the last library media specialist course you take. Most of the library media specialist candidates complete their practicum with their school librarian during their planning time or when students are at specials.

If you are not currently employed with a school district, you request time with a certified school librarian. If you have no person in mind, contact your professor for suggestions. Some districts request a letter from the lead advisor/program director stating the purpose of the school visits, which can be supplied by the lead advisor or professor supervising the practicum. In order to

complete the DESE mandated hours, the student usually starts the semester prior to enrolling. Pre-semester arrangements are made with the professor of the practicum.

12. What if I am currently working as a librarian under a provisional, do I still have to take the practicum?

DESE will waive the practicum for candidates who have successfully completed two years of work as a school librarian **after** having received provisional certification. Provisional certification requires the completion of 18 credit hours of course work toward certification. Consult DESE directly if there are questions about the requirement that you must complete a practicum in order to become certified as a School Library Media Specialist.

13. How do I reactivate my teaching certificate?

The specific information is currently located on DESE's website at http://dese.mo.gov/eq/cert/ReactivateCertificate.html

If the link is no longer active, search dese.mo.gov using search term inactive certificate.

All students gave permission for their photos to be used in this handbook.

Appendix

Library Media Certification Matrix

II. Professional Requirements	College Course Number and Title	Sem. Hrs.
A. Professional Requirements (minimum 16 semester hours)		
1. Content Planning and Delivery		
a. Curriculum and Instructional Planning		
b. Instructional Strategies and Techniques in Content Area Specialty		
c. Assessment, Student Data, and Data-based Decision-making		
d. Strategies for Content Literacy		
e. Critical Thinking and Problem Solving		
f. English Language Learning		
2. Individual Student Needs		
a. Psychological Development of the Child and Adolescent		
b. Psychology/Education of the Exceptional Child		
c. Differentiated Learning		
d. Classroom Management		
e. Cultural Diversity		
f. Educational Psychology		
3. Schools and the Teaching Profession		
a. Consultation and Collaboration		
b. Legal/Ethical Aspects of Teaching		
4. Literacy to include Reading and Writing in the Content Area *(minimum of 3 semester hours)*		
B. Field and Clinical Experiences (minimum of 10 semester hours)		
1. Early Field Experiences *(minimum of 1 semester hour with a minimum of 30 clock*		

hours)		
2. Mid-Level Field Experiences *(minimum of 1 semester hour with a minimum of 45 clock hours)*		
3. Culminating Clinical Experiences *(minimum of 8 semester hours with a minimum of 12 weeks in one placement)*		
III. Library Media Specialist Content Knowledge Area (minimum of 30 semester hours)		
1. Content Knowledge for Teaching		
a. Foundations of Librarianship *(3 semester hours)*	EDL 50000 Libraries and Librarianship	3
b. Library Media Administration *(3 semester hours)*	EDL 50500 Library Media Administration	3
c. Developing and Managing Collections *(3 semester hours)*	EDL 52000 Selection and Acquisition	3
d. Organizing Information *(3 semester hours)*	EDL 51000 Cataloging and Classification	3
e. Reference Sources and Services *(3 semester hours)*	EDL 52500 Introduction to Reference	3
f. Action Research in School Libraries *(3 semester hours)*	EDU 57000 Educational Research	3
g. Children's, Adolescent, or Young Adult Literature *(3 semester hours)*	EDL 53500 Library Materials for Children and Youth	3
h. Library Systems and Information Technologies *(3 semester hours)*	EDL 51500 Informational Technologies	3
i. Curriculum and the Media Center *(3 semester hours)*	EDL 53000 Integration and Utilization	3
2. Field and Clinical Experiences – Librarian Internship *(3 semester hours)*	EDL 54500 Seminar and Media Center Practicum	3

DESE Competencies	EDL 500	EDL 505	EDL 510	EDL 515	EDL 520	EDL 525	EDL 530	EDL 535	EDL 540	EDL 545
Foundations of Librarianship (2)	X									
Library Media Administration (3)		X								
Developing and Managing Collections (3)					X					
Organizing Information (3)			X							
Reference Sources and Services (3)						X				
Elective (3)									X	
Children's, Adolescent or Young Adult Literature (2)								X		
Library Systems and Information Technologies (3)				X						
Curriculum and the Media Center (3)							X			
Practicum (2)										X
Action Research in School Libraries (3)	* EDU 57000 Educational Research or action research if offered									
Total Credit Hours: 30										

*All LU courses are 3 credits/semester hours

Lindenwood University

DESE required courses with LU's schedule for add-on LMS certification:

Sp 2014	Su 2014	Fall 2014	Sp 2015	Su 2015	Fa 2015	Sp 2016	Su 2016	Fa 2016
EDL 505	EDL 510	EDL 515	EDL 525	EDL 505	EDL 510	EDL 515	EDL 525	EDL 505
EDL 540	EDL 520	EDL 530	EDL 535	EDL 540	EDL 520	EDL 530	EDL 535	EDL 540
EDL 500	EDL 500	EDL 500	EDL 500	EDL 500	EDL 500	EDL 500	EDL 500	EDL 500
EDL 545	EDL 545	EDL 545	EDL 545	EDL 545	EDL 545	EDL 545	EDL 545	EDL 545

DESE requirements for Library Media Specialist/ Sch Librarian	Lindenwood course #	Lindenwood course title	Semester Hours
Foundations of Librarianship	EDL 500 00 ONLINE	Libraries and Librarianship	3
Library Media Administration	EDL 505 00	Library Media Administration	3
Developing and Managing Collections	EDL 520 00	Selection and Acquisition	3
Organizing Information	EDL 510 00	Cataloging and Classification	3
Reference Sources and Services	EDL 525 00	Introduction to Reference	3
Action Research in School Libraries	*EDU 570 00	Educational Research	3
Children's, Adolescent or Young Adult Literature	EDL 535 00	Library Materials for Children and Youth	3
Library Systems and Informational Technologies	EDL 515 00	Informational Technologies	3
Curriculum and the Media Center	EDL 530 00	Integration and Utilization	3
Electives	EDL 540 00	Materials Production	3
Practicum	EDL 545 00	Seminar and Media Center Practicum	3

*Action Research is not offered as of fall 2013, but will be part of the courses offered at LU in the near future. This means that students working on their Masters of Arts in Education, as well as the LMS add-on certification, will be required to take Action Research instead of Education Research. Either of the classes will meet CORE Curriculum requirements for Masters of Arts in Education, but DESE requires Action Research for library certification if available at the institution where coursework is being offered. All elementary certified teachers must take EDU 507 00 Teaching Reading in the Content Areas (3) to become library media certified, required by DESE.

EDL 54500 Media Center Practicum Placement Form

Name: _____

School District/Company: _____

Building assignment: _____

Current position: _____

Work number: _____

Home number: _____

Cell phone: _____

Email address: _____

Home address: _____

Date to begin your practicum: _____ Expected completion date: _____
****

Desired practicum location & level #1 : _____

Mentoring school librarian: _____

Telephone number and email address: _____

_____

****
Desired practicum location & level #2: _____

Mentoring school librarian: _____

Telephone number and email address: _____

_____

Approval: _____ Date _____

Missouri Educator Gateway Assessments
Field 042 Library Media Specialist
Content Alignment Study

Test Competency	Missouri Teacher Standards	ALA/AAS/ Standards for the Initial Preparation of School Librarians (2010)	AASL Standards for the 21st Century Learner
0001Apply knowledge of the role of the school library program in relation to the school's overall educational program and the relationship of the school library program to information resources and services beyond the school.	1.4; 2.2; 3.1; 9.2-3	1.2-4; 3.2-3; 4.1; 5.2	1.1; 3.3; 4.3
0002 Apply knowledge of the roles and responsibilities of the school librarian, including strategies and resources for ongoing professional development.	1.1, 1.4; 2.4; 3.1; 5.2; 7.1-2, 7.6; 8.1-3; 9.1, 9.3	1.2-4; 2.4; 3.1, 3.3; 4.2, 4.4; 5.2-3	
0003 Apply knowledge of skills and strategies for communicating and collaborating with various school stakeholder groups to promote information literacy.	2.5-6; 6.1-2; 9.1-3	1.1-3; 2.3; 4.1, 4.3	
0004 Apply knowledge of child and adolescent development; principles and practices of curriculum, instructional planning, delivery, and assessment; and strategies for providing information resources and services that are responsive to the needs of diverse groups of students	1.2-4; 2.1-6; 3.1-2; 4.1, 4.3; 5.1; 7.1	1.1-2, 1.4	1.1-4; 2.1; 3.2; 4.2
0005 Apply knowledge of strategies for creating an inclusive, student-centered learning environment in the school library that facilitates intellectual and physical access to information, literature, and ideas and promotes inquiry and lifelong learning.	2.6; 4.1; 5.2-3	3.1-2; 5.4	1.1-4; 2.1; 4.2
0006 Apply knowledge of characteristics and uses of various information and technology resources; the types and characteristics of literature and informational texts for children and adolescents; and strategies and skills for promoting literacy.	3.2; 4.2; 6.4	1.4; 2.1-4; 3.3; 5.1	4.1
0007 Apply knowledge of the full range of information, media, and digital literacy skills and methods and materials for promoting the development and application of these skills.	1.1, 1.3, 1.5; 2.4; 3.3; 4.3; 6.3; 7.3	3.3	1.1-2, 1.4; 2.1-4; 3.1-4
0008 Apply knowledge of the principles of collection development and procedures for developing, managing, and organizing the school library collection.	3.0; 1.2; 8.3; 9.1-3	2.3; 3.1; 5.1	
0009 Demonstrate understanding of the principles, policies, and procedures for managing human, financial, and physical resources of the school library program	5.2	5.3	
0010 Apply knowledge of techniques and procedures for comprehensive and collaborative planning, assessment, and	3.1, 3.3; 7.2, 7.4-6; 9.1-3	1.24; 3.4; 4.3; 5.4	

evaluation of the school library program.			

Source Missouri Educator Gateway Assessment. (2014). *Field 042 library media specialist content alignment study*. Retrieved from http://www.mo.nesinc.com/Content/Docs/MO042_CT.pdf

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The Lindenwood University School of Education faculty members believe that developing and enhancing an educator as a instructional leader involves an act of blending both "art" and "science" for the most effective preparation experience.

The Spellmann Clock Tower reflects the relationship between the "art" and "science" similar to the education program at Lindenwood University. The aesthetics, or "art" of a clock, is only one component of crafting a well-designed clock. The fine mechanics, or exact "science" involved, are essential in order to produce a timepiece that is an efficient tool. An observer appreciates a well-designed clock for both its beauty and functionality.

Like the "art" and "science" of a clock, candidates in the education program at Lindenwood University are able to practice and portray a similar balance in their professional and personal journey.

LINDENWOOD
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