



SCHOOL LIBRARY MEDIA SPECIALIST CERTIFICATION REQUIREMENTS

NJ ADMINISTRATIVE CODE

CHAPTER 13, PROGRAMS AND PRACTICES TO SUPPORT STUDENT ACHIEVEMENT <http://www.state.nj.us/education/code/current/title6a/chap13.pdf>

Purpose and Application of Rules

These rules shall ensure that all districts provide students with a rigorous curriculum that is based on the New Jersey Student Learning Standards; that relies on the use of State assessments to improve instruction; and that is supported by a professional development plan for teachers and school leaders. In addition, secondary school districts shall provide students with an academically rigorous personalized environment to prepare them for post-secondary education and/or careers after graduation. These rules also address class size in high poverty school districts and focus on improving instruction in literacy and mathematics in high need school districts.

6A:13-2.1 Standards-based instruction

N.J.A.C. 6A:13-2.1(h) Standards Based Instruction and School Library Services

(h.) All school districts shall provide library-media services that are connected to classroom studies in each school building, including access to computers, district-approved instructional software, appropriate books including novels, anthologies and other reference materials, and supplemental materials that motivate students to read in and out of school and to conduct research. Each school district shall provide these library-media services under the direction of a certified school library media specialist.

N.J.A.C. 6A: 9B-14.14 SLMS Certification

<http://www.state.nj.us/education/code/current/title6a/chap9b.pdf>

(a) The school library media specialist (SLMS) endorsement is required for any person who serves as a school library media specialist in grades preschool through 12. The functions include delivery of instruction in information literacy skills and the development and coordination of school library media programs and resources. The functions also include the delivery of instruction in the evaluation, selection, organization, distribution, creation and utilization of school library media. Media are defined as all print, non-print and electronic resources including the technologies needed for their use.

NJSA 18A: 26-2 Necessary Certifications required for Employment in School Library

No teaching staff member shall be employed in the public schools by any board of education unless he is the holder a valid certificate to teach, administer, direct, supervise the teaching, instruction, or educational guidance of, or render or administer, direct or supervise the rendering

of nursing service to, pupils in public schools and of such other certificate, if any, as may be required by law.

SLMS Certificate Link: <http://www.state.nj.us/education/educators/license/endorsements/2855CE.pdf>

The functions include delivery of instruction in information literacy skills, and the development and coordination of school library media programs and resources. The holder also provides instruction in the evaluation, selection, organization, distribution, creation and utilization of school library media. These media are defined as all print, non-print and electronic resources including the technologies needed for their use.

QSAC Guidelines Effective July 1, 2018 - School Library Media Services

Library Media Services added to Governance Category with a separate point value

Governance 14. The district board of education ensures that all students have access to library media services that are connected to classroom studies in each school building including access to computers; school district-approved instructional software; appropriate books, including novels, anthologies, and other reference materials; and supplemental materials that motivate students to read in and out of school and to conduct research. (N.J.A.C. 6A:13-2.1(h))

Appendix A NJQSAC District Performance Review Page 10:

<http://www.nj.gov/education/code/current/title6a/chap30AppA2.pdf>

Research on the Effectiveness of School Libraries

The New Jersey Study of School Libraries “One Common Goal - Student Learning” concluded that school librarians and thriving school library programs contributed to improvements in test scores, development of inquiry based learning, increased interest in reading, and an increase in discriminating reading. It showed that school libraries functioning as centralized learning centers connected to classroom instruction produce literate and informed learners who can thrive in a digital, knowledge-based world, provide an understanding of the information and technology students will confront as digital citizens, and set the stage for student-initiated inquiry.

New Jersey’s school librarians contribute to student learning outcomes through an instructional program that includes the mastery of content and curriculum standards. They also address outcomes related to the development of reading through school library services that increase interest in reading, increase participation in reading, expand reading interests, and help students to become more discriminating readers. (Kachel 2013)

School libraries are transforming education and lifelong learning, as students build their digital literacy and critical thinking skills using a variety of technology platforms. Students are experiencing a shift from reciting what they have learned to creating new ideas from multiple

digital and print sources. School libraries are providing opportunities for extended inquiry, both for class assignments and topics of their own choosing.

ESSA and School Libraries

ESSA includes school librarians and school library programs as an essential component in education and lists specific references to “effective school library programs” and “school librarians.” The legislation provides resources to:

- Develop effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.
- Provide professional development to support instructional services provided by effective school library programs and develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives.
- Provide time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized support personnel) to meet to plan comprehensive literacy instruction
- Promote literacy programs in low income communities. May include providing professional development for school librarians, books and up-to-date materials to high need schools
- Block grants can be made available to increase “access to school libraries” and provide training to “use technology effectively, including effective integration of technology, to improve instruction and student achievement (American Library Association, 2015)

Resources:

NJASL study - <http://www.njasl.info/cissl-study/>

Kachel, Debra E. <http://sl-it.mansfield.edu/upload/MU-LibAdvoBklt2013.pdf>.

“Future Ready Librarians Fact Sheet”

<http://1gu04j2l2i9n1b0wor2zmgua.wpengine.netdna-cdn.com/wp-content/uploads/2016/06/FR_Librarians_Factsheet.pdf>.

AASL

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/positionstatements/AASL_Position%20Statement_Effective%20SLP_2016-06-25.pdf