Present: Elaine Yontz, Kay Dotson, Barbara Marson, Al Jones, Jami Jones, John Harer, Gail Munde and Patrick Valentine (via Skype)

Absent: Ruth Clark, Larry Boyer

Regular faculty business was suspended and the meeting devoted to preparation of the program’s NCATE report, which is due March 15, 2012.

Jami Jones distributed copies of the AASL/NCATE Option A (2010) reporting form, a copy of the ALA/AASL Standards for Initial Preparation of School Librarians (2010), and a draft of Assessment 6, which she had completed as an example.

The report specifies six required assessments and two optional assessments. Jones described the preliminary discussions between and among herself, Marson, Dotson, and Gail Dickinson, a faculty member at ODU who is an expert on the AASL/NCATE review process. Jones noted that the DLS working group (Marson, Dotson, and Jones) suggested the following eight assessments as good possibilities for reporting.

1. Licensure assessment (required element): Praxis scores and pass rates

2. Assessment of content knowledge (required element): MLS Portfolio

3. Assessment of candidate’s ability to plan (required element): Collection Development Plan from LIBS 6018

4. Assessment of practicum or internship (required element): LIBS 6991 Internship portfolio

5. Assessment of candidate’s effect on student learning: Selected assignment(s) from LIBS 6142/6144

6. Assessment that addresses ALA/AASL standards (required element): Selected assignment(s) from LIBS 6142/6144

7. Second assessment that addresses ALA/AASL standards (optional element): Selected assignment(s) from LIBS 6042

8. Third assessment that addresses ALA/AASL standards (optional element): Selected assignments from LIBS 6135 and 6137

The ALA/AASL Standards for Initial Preparation of School Librarians (2010) make it clear that candidates should meet the standards multiple times throughout the program and this should be demonstrated with multiple assessments. Assessments may include evaluations of single
assignments submitted by students, or may be “clustered” assessments. “Clusters” can be evaluations of multiple, related assignments (overall scores on multiple rubrics), or selected aspects of evaluations of individual, related assignments (selected rubric elements/criteria from multiple rubrics).

There was a discussion of potential course assignments, rubrics and elements/criteria specific to rubrics that could be used as assessments. LIBS 6991 provides many possible assignments and evaluation points from which to choose, i.e., topic seminars, in-service professional development presentation, log of hours served, grade for entire portfolio, and the internship reflection. Aspects of the site supervisor’s final evaluation of candidates could also be used.

Assessment 8 could address Standard 2: Literacy and Reading. It would require several assignments, or multiple rubric elements as a cluster to address the sub-standard 2.4 Literacy Strategies.

It was determined that Assessment 3 would be the LIBS 6018 Collection Development Plan. Further data collection will include portfolio pass rates, Praxis pass rates, and information on the number of field experiences embedded in courses.

The discussion sections of Assessments 3-8 will require results at the element/criteria level of the assignment scoring rubric.

Under item 2, Section I of the report form (Description of the field and clinical experiences required for the program), all faculty who teach courses that involve field assignments, including library visits or interviews of working librarians, should report them to Dotson with an estimate of the number of contact hours required.

Members of the working group (Jones, Dotson, Marson) will contact faculty to collect data or make specific work assignments as the report continues to be developed.

The meeting was adjourned at 4:00.