# Iowa Department of EducationTeacher Librarian Endorsement Worksheet

**Endorsement 108: K-8, 109: 5-12, or 174: K-12 Teacher Librarian.**

**Completion of 24 semester hours in school library coursework to include the following:**

(1) Literacy and reading. This requirement includes the following competencies at the elementary level for K-8 and secondary level for 5-12:

1. Practitioners collaborate with other teachers to integrate developmentally appropriate literature in multiple formats to support literacy for youth.
2. Practitioners demonstrate knowledge of resources and strategies to foster leisure reading and model personal enjoyment of reading, based on familiarity with selection tools and current trends in literature for youth.
3. Practitioners understand how to develop a collection of reading and informational materials in print and digital formats that supports the diverse developmental, cultural, social and linguistic needs of all learners and their communities.
4. Practitioners model and teach reading comprehension strategies to create meaning from text for youth.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
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(2) Information and knowledge. This requirement includes the following competencies:

1. Practitioners teach multiple strategies to locate, analyze, evaluate, and ethically use information in the context of inquiry-based learning.
2. Practitioners advocate for flexible and open access to library resources, both physical and virtual.
3. Practitioners uphold and promote the legal and ethical codes of their profession, including privacy, confidentiality, freedom and equity of access to information.
4. Practitioners use skills and knowledge to assess reference sources, services, and tools in order to mediate between information needs and resources to assist learners in determining what they need.
5. Practitioners model and facilitate authentic learning with current and emerging digital tools for locating, analyzing, evaluating and ethically using information resources to support research, learning, creating, and communicating in a digital society.
6. Practitioners demonstrate knowledge of creative and innovative uses of technologies to engage students and facilitate higher-level thinking.
7. Practitioners develop an articulated information literacy curriculum grounded in research related to the information search process.
8. Practitioners understand the process of collecting, interpreting, and using data to develop new knowledge to improve the school library program.
9. Practitioners employ the methods of research in library and information science.

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(3) Program administration and leadership. This requirement includes the following competencies:

1. Practitioners evaluate and select print, nonprint, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of the educational community.
2. Practitioners demonstrate knowledge necessary to organize the library collections according to current standard library cataloging and classification principles.
3. Practitioners develop policies and procedures to support ethical use of information, intellectual freedom, selection and reconsideration of library materials, and the privacy of users of all ages.
4. Practitioners develop strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program.
5. Practitioners demonstrate knowledge of best practices related to planning, budgeting (including alternative funding), organizing, and evaluating human and information resources and facilities to ensure equitable access.
6. Practitioners understand strategic planning to ensure that the school library program addresses the needs of diverse communities.
7. Practitioners advocate for school library and information programs, resources, and services among stakeholders.
8. Practitioners promote initiatives and partnerships to further the mission and goals of the school library program.

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(4) Practicum. This requirement includes the following competencies at the elementary level for K-8 and secondary level for 5-12:

1. Practitioners apply knowledge of learning styles, stages of human growth and development, and cultural influences of learning at the elementary or secondary levels.
2. Practitioners implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning in a digital environment at the elementary or secondary levels.
3. Practitioners understand the teacher librarian role in curriculum development and the school improvement process at the elementary or secondary levels.
4. Practitioners collaborate to integrate information literacy and emerging technologies into content area curricula.

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21.3(1) Adding an endorsement. To add an endorsement to an existing license, the applicant will follow one of these options:

a. Option 1. Receive the Iowa education institution’s recommendation that the current approved program requirements or state minimum requirements for the endorsement have been met.

b. Option 2. Apply for a review of transcripts, out-of-state licensure, or approved assessment score reports by the board of educational examiners’ staff to determine whether Iowa requirements have been met. Applicants will have achieved a C- grade or higher in the courses that will be considered for an endorsement. The methods course can be waived if the practitioner holds an endorsement in the same content area at a different level and teaches in the new content area successfully while holding a Class B license.