



Early Childhood through Young Adulthood

LIBRARY MEDIA

Assessment at a Glance

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*National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools*

Choosing the Right Certificate

The National Board Certification® process offers experienced teachers the professional development opportunity to demonstrate their knowledge, skills, and practices against high and rigorous standards. Candidates pursue certification by completing two major assessment components: a portfolio of classroom teaching practice and an assessment of content knowledge administered at a computer-based testing center.

The Early Childhood through Young Adulthood/Library Media certificate is appropriate for Library Media specialists who teach students ages 3–18+ and who know the range of information literacy, instructional collaboration, and the integration of technology. Read this document to learn the content and pedagogical knowledge you will be required to demonstrate for this certificate area and to measure your readiness to pursue National Board Certification.

Below is a set of questions to ask yourself about your teaching practice. If you answer “yes” to these questions, you are ready to apply. For eligibility requirements and application instructions, read the *Guide to National Board Certification* on the NBPTS Web site (www.nbpts.org).

If you answer “no” to one or more of these questions, you may need to discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher®, your faculty support group, or a local-level administrator who is directing a National Board program.

For the portfolio, will you be able to:

- demonstrate that your teaching practice meets the Library Media Standards?
- have access to a class in which 51% of the students are ages 3–18+ during the 12 months prior to the submission of your portfolio entries?
- submit instructional materials and video recordings in English and/or Spanish showing your interactions with your students?
- demonstrate your ability to collaborate with others in your instructional community to create, plan, and implement learning experiences and assess student learning, using a variety of resources?
- demonstrate your ability to foster an appreciation of literature in your students and demonstrate your ability to create an inviting and supportive library media center environment that provides equal access to all learners?
- demonstrate effective selection and integration of technologies into the instructional program and foster learners' understanding of the ethical or legal use of information?
- present evidence of how you impact student learning through your work with students' families and community and through your development as a learner and as a leader/collaborator?

For the assessment center, will you be able to demonstrate content knowledge in:

- ethical and legal tenets?
- collection development?
- technologies?
- organizational management?
- information literacy?
- knowledge of literature?

Reviewing the Standards

The requirements for National Board Certification in the field of Early Childhood through Young Adulthood/Library Media (ECYA/LM) are organized into the following Standards. The ordering of the Standards is designed to facilitate understanding, not to assign priorities.

What Library Media Specialists Know

- I. Knowledge of Learners**
Accomplished library media specialists have knowledge of learning styles and of human growth and development.
- II. Knowledge of Teaching and Learning**
Accomplished library media specialists know the principles of teaching and learning that contribute to an active learning environment.
- III. Knowledge of Library and Information Studies**
Accomplished library media specialists know the principles of library and information studies needed to create effective, integrated library media programs.

What Library Media Specialists Do

- IV. Integrating Instruction**
Accomplished library media specialists integrate information literacy through collaboration, planning, implementation, and assessment of learning.
- V. Leading Innovation through the Library Media Program**
Accomplished library media specialists lead in providing equitable access to and effective use of technologies and innovations.
- VI. Administering the Library Media Program**
Accomplished library media specialists plan, develop, implement, manage, and evaluate library media programs to ensure that students and staff use ideas and information effectively.

How Library Media Specialists Grow as Professionals

- VII. Reflective Practice**
Accomplished library media specialists engage in reflective practice to increase their effectiveness.
- VIII. Professional Growth**
Accomplished library media specialists model a strong commitment to lifelong learning and to their profession.
- IX. Ethics, Equity, and Diversity**
Accomplished library media specialists uphold professional ethics and promote equity and diversity.
- X. Leadership, Advocacy, and Community Partnerships**
Accomplished library media specialists advocate for the library media program, involving the greater community.

Read the Standards on the NBPTS Web site to ensure that you will be able to demonstrate your accomplishments and confidently satisfy the defined expectations for National Board Certification.

Demonstrating Your Teaching Practice and Content Knowledge

This section describes the portfolio entries and assessment center exercises for the ECYA/LM certificate area.

Portfolio Entries

You will be required to submit four portfolio entries. One entry is based on student work samples, and two entries feature video recordings of student–teacher interactions in the classroom. The fourth entry relates to your accomplishments outside of the classroom—with families, the community, or colleagues—and how they impact student learning.

Following is a description of each portfolio entry.

**Entry 1:
Instructional
Collaboration**

In this entry, you demonstrate your ability to collaborate with teachers to plan, develop, and implement an instructional sequence that integrates multimedia, research, or information literacy processes into classroom instruction. You provide a total of four student/group work samples and a Written Commentary that provides a context, analyzes the collaboration plan, assesses the student work, and reflects on your teaching. You also provide Documentation of Collaboration to help assessors see evidence of partnering with a teacher or teachers to create, implement, and assess student learning experiences.

**Entry 2:
Fostering an
Appreciation of
Literature**

In this entry, you demonstrate your ability to foster an appreciation of literature in your students by encouraging them to read, listen to, or view a variety of literary materials. You provide a 17-minute video recording consisting of a narrated, 2-minute pan of the room to highlight your collection and organization of materials and a 15-minute segment from a single lesson that demonstrates how you help students as developing readers to understand and appreciate literature. You provide a Written Commentary that provides a context and describes your plan for instruction, analyzes the instruction of the video recording, and reflects on your ability to foster an appreciation of literature in your students. You also provide instructional materials related to the lesson featured on the video recording. **Entry 2 is the preselected *Take One!* portfolio entry.**

**Entry 3:
Integration of
Instructional
Technologies**

In this entry, you demonstrate the effective selection and integration of technologies into the instructional program of your school. You demonstrate teaching strategies used to integrate technologies into a lesson and how you foster students' understanding of the ethical or legal use of information. You provide a 20-minute video recording consisting of two 10-minute continuous and unedited segments showing different parts of a single lesson that demonstrate how you integrate technologies into your teaching and help learners effectively use technology as it relates to their learning process. You provide a Written Commentary that provides an instructional context for the lesson on the video recording, describes your plan for instruction, analyzes the instruction on the video recording, and reflects on the lesson. You also provide instructional materials related to the lesson featured on the video recording.

**Entry 4:
Documented
Accomplishments:
Contributions to
Student Learning**

In this entry, you illustrate your partnerships with students' families and community, and your development as a learner and collaborator with other professionals by submitting descriptions and documentation of your activities and accomplishments in those areas. Your description must make the connection between each accomplishment and its impact on student learning.

Read the *Portfolio Instructions* on the NBPTS Web site to learn more about the requirements for preparing, developing, and submitting the portfolio component of your assessment.

Assessment Center Exercises

This assessment is composed of six exercises that examine content knowledge specified in the NBPTS Standards. You are given up to 30 minutes to respond to each exercise.

Following is a description of each assessment center exercise.

- | | |
|--|---|
| Exercise 1:
Organizational
Management | In this exercise, you demonstrate content knowledge of administrative issues and problem solving in the library media center. Given a scenario, you identify and analyze issues, and propose strategies to address those issues. |
| Exercise 2:
Ethical and Legal
Tenets | In this exercise, you demonstrate content knowledge of key components of a reconsideration challenge. You describe and evaluate one of the components given and describe and explain the value of one specific professional resource when dealing with such a challenge. |
| Exercise 3:
Technologies | In this exercise, you demonstrate content knowledge of technological issues related to hardware, software, and connectivity. You explain technological needs to accomplish specific objectives presented in a scenario. Your response will include knowledge of technological issues in implementing programs to meet objectives. |
| Exercise 4:
Collection
Development | In this exercise, you demonstrate content knowledge of the processes involved in ensuring that the library collection meets the needs of the learning community by identifying weaknesses in a collection development process, and suggesting modifications to strengthen the process in response to a given scenario. You also suggest methods for promoting new acquisitions. |
| Exercise 5:
Information Literacy | In this exercise, you demonstrate content knowledge of information literacy processes and apply this knowledge to a given scenario. You include in the response a description of the components in the process selected and an example of the application of each component in the given situation. |
| Exercise 6:
Knowledge of
Literature | In this exercise, you demonstrate your content knowledge of children's or young adults' literature by evaluating a recognized piece of literature in terms of a specified criterion. You then suggest a specific content area lesson that would be enriched by the use of this piece of literature. |

Read *Assessment Center Policy and Guidelines* on the NBPTS Web site for more information about the assessment center component of the certification process. To locate an assessment center, visit the NBPTS computer-based testing Web site (www.pearsonvue.com/nbpts/).

Selected Assessment Center Exercises

The following sections contain selected exercises administered in a previous assessment cycle. These exercises present information that candidates saw on screen at the assessment center and include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses. These exercises have been included to help you become familiar with the structure of assessment center exercises and to help you understand the scoring rubrics. The exercise prompts in this section **do not** represent actual prompts candidates will see at assessment centers in the future.

Please note that assessment center exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

Sample Exercise 3: Technologies

Exercise 3: Technologies - Candidate Name

🕒 Time Remaining 29:31

Introduction

You will use your knowledge of instructional technologies to identify the technological needs of a library media program in a given situation with respect to hardware, software, and connectivity and to explain three significant issues you would address in order to perform this task. You will be asked to respond to two three-part prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- an appropriate explanation of the technological needs of the library media program in a given situation in terms of hardware, software, and connectivity; and
- a thorough explanation of three significant issues you would address in order to implement this project.

Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

? Help

🕒 Navigator

Next →

Scenario

Your middle school has received significant monies for the objective of requiring each student to create a curriculum-based multimedia project. The media center already has several networked computers capable of running the latest software applications. Some, but not all of the classrooms are equipped with networked computers, but no classroom has more than one computer. Teachers are excited about this decision, but only a few teachers have experience in this area. No teachers currently require multimedia projects in their classes. A large percentage of your students come from households that have computers and many students are proficient using various computer applications, but none has ever been required to create a multimedia project for a school assignment.

Retired Prompt 1

Give a brief explanation of the following technological needs that must be addressed to accomplish the objective in the scenario:

- hardware
- software
- connectivity

Retired Prompt 2

In order to address the objective effectively, explain one significant issue that you would address for **each** of the three areas below:

- staff development
- access to equipment
- multimedia project design

Sample Exercise 4: Collection Development

Exercise 4: Collection Development - Candidate Name

🕒 Time Remaining 29:31

Introduction

You will use your knowledge of collection development to describe three weaknesses of the needs assessment for a given library media program. You will also explain three modifications you would make to strengthen the needs assessment for the program and describe how you would promote new acquisitions. You will be asked to respond to two two-part prompts.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- an accurate identification of three weaknesses apparent in a needs assessment of a library media collection;
- a thorough explanation of modifications you would make to strengthen this needs assessment; and
- an insightful description of a strategy you would use to promote new acquisitions.

Directions

You may preview all of the prompts by clicking the "Next" button. The "Previous" button will enable you to return to any of the prompts in order to compose or revise your response in the space provided.

? [Help](#)

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Scenario

The library media specialist was recently given \$5000.00 by the Board of Education specifically to be used to acquire additional materials to support the new science curriculum. The science curriculum has been revised in order to infuse more hands-on activities, and the staff has recently completed extensive professional development workshops in order to implement this new emphasis in the science program. The library media specialist performed the following steps to assess the needs of the library collection:

- Read through the new science curriculum.
- Looked over the existing science collection to see what areas of the new curriculum were not included in the existing collection, and made a list of topics for which materials were needed.
- Evaluated the CD-ROM resources and online services to see whether the new topics were covered adequately.
- Consulted vendor catalogs for materials on topics needed.

Retired Prompt 1

- Identify three weaknesses in the needs assessment presented to determine the needs of the library media collection.*
- Explain how you would modify the needs assessment to correct the weaknesses identified, and explain why your modifications would strengthen the needs assessment process.*

Retired Prompt 2

- a) *In light of the scenario presented, identify one type of acquisition you might purchase in the given scenario.*
- b) *In light of the scenario presented, describe one step you would take to promote the newly purchased material to students and staff.*

Understanding the National Board Scoring Process

All portfolio entries and assessment center exercises are scored by teachers practicing in the same content area as the assessment they are scoring. The National Board's carefully trained assessors use scoring rubrics to evaluate candidate responses. The rubrics clearly articulate the criteria that are to be applied in the evaluation of your responses. These criteria reflect the Standards that the entry is designed to measure.

Assessors use a four-level rubric to score each candidate's response as shown below.

Rubric Level	Score Range	Quality of Evidence
Level 4	3.75–4.25	Clear, consistent, and convincing
Level 3	2.75–3.74	Clear
Level 2	1.75–2.74	Limited
Level 1	0.75–1.74	Little or no

The Level 4 and Level 3 score ranges represent accomplished teaching practice. You do not have to receive Level 4 or Level 3 scores for every entry and exercise. A high score on one may compensate for a lower score elsewhere. Read the *Scoring Guide for Candidates* on the NBPTS Web site for your assessment.

Your Total Weighted Scaled Score

When your portfolio entries and assessment center exercises are completed and scored, your Total Weighted Scaled Score is computed. This is done by applying a set of weights to each of your entry and exercise scores.

For the ECYA/LM certificate, these are the weights:

- 16% for each of the three classroom-based portfolio entries
- 12% for the Documented Accomplishments portfolio entry
- 6.67% for each of the six assessment center exercises

Your weighted scaled score for each entry or exercise is calculated by multiplying the raw score by the appropriate weight, shown above. Your Total Weighted Scaled Score is the sum of the weighted scaled scores for all entries and exercises plus a 12-point uniform constant. For example, if your weighted scaled score is 263, you would receive a 12-point uniform constant score, and your Total Weighted Scaled Score would be 275. This number is then compared to 275, the performance standard established by the NBPTS Board of Directors.

A candidate whose Total Weighted Scaled Score is 275 or greater is recognized as an accomplished teacher and is awarded National Board Certification. A candidate whose Total Weighted Scaled Score does not meet 275 is not yet certified and for the following two years has the opportunity to retake certain portfolio entries or assessment center exercises in order to meet the performance standard of 275.

Things to Keep in Mind

The National Board Standards for the ECYA/LM certificate area are addressed within the portfolio and assessment center process. Therefore, you should keep the following in mind:

- Although the portfolio entries address many of the Standards, they may not address all of them. Standards the portfolio does not address may be included in the assessment center portion of the certification process.
- Each entry is scored independently of the others. When an entry asks for background or contextual information, be complete, since an assessor for one entry will not see your other entries.
- At each of the four levels of the scoring rubric, the same Standards-related criteria are applied. However, each level of the scoring rubric represents a difference in the quality of evidence demonstrated by the entry or exercise. For example, if “Knowledge of Students” is a Standard measured by an entry, the Level 4 rubric will refer to “clear, consistent, and convincing” evidence of that Standard while the Level 2 rubric will refer to “limited” evidence of the same Standard.
- One of the fundamental principles underlying the evaluation is that responses are scored only on what candidates are specifically asked to do. For example, if the directions specifically ask you to demonstrate how to use assessment in the featured instructional sequence, evidence supporting your use of assessment will be evaluated based on the scoring rubric. Conversely, if an entry does not require you to demonstrate how to use assessment, it will not be evaluated.

Beginning Your Journey toward National Board Certification

The first step on this journey is to make a commitment, but what does this commitment involve? First-time candidates apply and complete their assessments in an initial candidacy period as shown in the timeline below. For candidates who are not successful in their first try, there is a 24-month window, following the receipt of scores, in which to retake assessments and/or resubmit portfolio entries in order to achieve certification.

You may wish to start with the *Take One!* program that requires submission of a single portfolio entry for scoring. The preselected portfolio entry required for *Take One!* is identified as part of the portfolio entry descriptions on page 3. You can choose to transfer your *Take One!* score to National Board Certification within three years of completing the *Take One!* process. Read *Becoming a Take One! Participant* on the NBPTS Web site to learn more about the requirements.

If you choose to pursue National Board Certification, there is also a financial commitment for which support is available. Visit the NBPTS Web site to learn about federal, state, and/or local funds available to support National Board Certification and *Take One!* fees. Be sure to check with your local, district, or state educational officials for incentives (such as salary increases and bonuses) that may be offered for achieving National Board Certification.

The following timeline provides a snapshot of your schedule of commitments. Read the *Guide to National Board Certification* on the NBPTS Web site for complete information.

Certification Planner

Step	To Do	Year 1	Year 2	Year 3	Year 4
1	Send forms and fees to NBPTS:				
	<ul style="list-style-type: none"> application nonrefundable initial fee (\$500) all eligibility forms balance of full fee (totaling \$2,500) 	Jan. 1 — Dec. 31			
2	Develop portfolio entries and submit them to NBPTS:				
	<ul style="list-style-type: none"> Receive portfolio box after submitting initial fees. Submit all four portfolio entries at once after submitting all fees and eligibility forms. 	Jan. 1 — Mar. 31			
3	Schedule your assessment center exercises:				
	<ul style="list-style-type: none"> after submitting all fees and eligibility forms at least 30 days before the test date 		Jan. 1 — Jun. 15		
4	Obtain your scores online:				
	<ul style="list-style-type: none"> Access <i>My Profile</i> to learn about your scores and certification status. 		Dec. 31	Dec. 31	Dec. 31
5	Continue the journey:				
	<ul style="list-style-type: none"> If you did not achieve certification, decide whether to retake assessment center exercises and/or portfolio entries. Submit retake application and fees. 			Jan. 31	Jan. 31
	<ul style="list-style-type: none"> Retake selected assessment center exercises. Submit selected portfolio entries. 			Jan. 1 — Jun. 15	Jan. 1 — Jun. 15
				Jan. 1 — Apr. 15	Jan. 1 — Apr. 15

Having made the commitment, many teachers who pursue National Board Certification become role models and leaders in their schools and districts, earning a greater voice in what happens and having a very positive effect on their students' experiences. On your journey, you will benefit directly from your candidacy, taking part in what many have described as the best professional development experience of their lives.

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