

Face Sheet

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24. Sponsoring institution if applicable (e.g., municipality, state, or university)
[x] check if this entity will manage funds if an award is made. Name and address:
Florida State University, Tallahassee, FL 32306-2662

25. Is the applicant organization university controlled? [x] yes [] no

- 26. Priority addressed in this application (check only one):
[] Priority 1: Master's Level Programs
[] Priority 2: Doctoral Level Programs
[] Priority 3: Pre-Professional Programs
[] Priority 4: Research
[x] Priority 5: Programs to Build Institutional Capacity
[] Priority 6: Continuing Education

27. Project Title SLMS for the 21st Century: Leaders Educated to Make a Difference (Project LEAD)

28. AMOUNT REQUESTED \$ 159,526

29. Amount of Matching Funds \$ 159,526

30. Grant Period (Starting Date) 07 / 01 / 05 — 06 / 30 / 06 (Ending Date)

31. In the space below, include names of any organizations that are official partners of the project.

32. Check governing control of applicant (select one) State Municipal County
 Private Non-Profit Tribal Government Other, please specify _____

33. Check Type of Organization (select one)

- Public Library
- Research Library/Archives
- School library or school district applying on behalf of a school library or libraries
- Museum library
- Library Association
- Academic Library
- Special Library
- Library Consortium
- State Library Agency
- Institutions of Higher Education other than listed below:
 - Graduate school of library and information science
 - Four Year College
 - Community College
- Other, please specify: _____

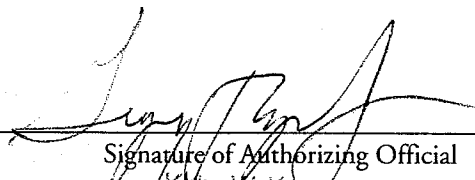
CONTINUE TO ITEM NO. 34

34. Institution Name Florida State University

35. In the space below, summarize the project activities (200 word maximum).

Project LEAD will develop graduate education opportunities focused on leadership for school library media specialists integrating the tenets of the National Board for Professional Teachers Standards. The project's major activities are to: hire designated consultants and select local and national advisory board personnel and collaborate with them throughout the project; hire and train graduate assistants; develop evaluation indicators and instruments; establish and maintain a web site; conduct a formal and informal needs assessment with successful and unsuccessful National Board candidates and use the findings to develop curriculum and support mechanisms; design, pilot, and teach four (12 credits) master's level certificate courses; develop a 30-credit specialist curriculum on organizational leadership; develop and initiate a recruitment plan; attend and present at state and national conferences; write articles for publication; promote the program with other Library and Information Studies schools who may serve as possible collaborators; contact potential employers of National Board certified media specialists; develop a related research agenda; conduct, guide and disseminate research; and conduct formative and summative evaluations.

36. Certification



Signature of Authorizing Official
Kirby W. Kemper
Vice President For Research

12/13/05

Date

**School Library Media Specialists for the 21st Century:
Leaders Educated to Make a Difference (Project LEAD)**

Project LEAD is responding to IMLS Priority 5, Building Institutional Capacity. The Florida State University (FSU) College of Information in collaboration with leaders from Florida A&M University (FAMU), the FSU College of Education, the FSU Learning Systems Institute, the FSU Center for Research in School Libraries, the Florida Department of Education, and the Leon County (FL) School District is proposing a program to recruit and educate the next generation of library leaders. The project's goal is to develop graduate education opportunities focused on leadership for school library media specialists. The four project objectives are expressed below as expected results (institutional outcomes). Evaluation activities will occur throughout the project and at the end.

Outcome #1: An online curriculum that will prepare school library media specialists for leadership roles by integrating the tenets of the National Board for Professional Teaching Standards (NBPTS). Leadership is a guiding principle of the NBPTS standards. Research has established that educators with NBPTS certification are more likely to be leaders. A proposed four course (12 credit) leadership certificate, integrating the National Board tenets, will be developed and offered within the master's degree, as a post-master's certificate, and as part of a 30 credit specialist degree on organizational leadership. Planning the remaining 18 credits for the specialist degree in leadership will also occur during the grant period. The FSU online curriculum will be promoted and shared with graduate institutions state- and nation-wide through the project web site, conferences and publications, the Florida Department of Education, the NBPTS, and possibly through an existing online consortium created with IMLS support.

Outcome #2: Course content and support mechanisms that are designed to increase the probability that candidates will qualify for National Board Certification (NBC) in library media. To become NB certified, a media specialist must engage in a rigorous, year long set of assessments. The pass rate for media specialists is less than 50% and no ongoing formal courses or other support mechanisms currently exist for this group. The curriculum development will be informed by needs assessments of successful and unsuccessful media specialist candidates and by expertise of local and national advisors and consultants.

Outcome #3: A recruitment plan that will attract students to the master's, certificate, and specialist programs, particularly those from groups underrepresented in the profession. A robust recruitment plan will be developed to increase the numbers of school media specialist candidates who desire to become organizational leaders. A project consultant from FAMU, an historically black university, and director of one of the five official NB Teacher Resource Centers, will assure that the recruitment plan has appropriate strategies for reaching underrepresented populations. An initial project target is 10 candidates by the end of the pilot period. Recruitment plans will be widely disseminated in the same manner as the curriculum.

Outcome #4: Expansion of the body of research focused on NBC through initial research related to school media specialists. An FSU doctoral student, under the auspices of the Center for Research in School Libraries, will produce the first known research on NB certified media specialists. Project directors will initiate a research agenda during the grant period and results will be disseminated through the Project LEAD web site, presentations, and publications.

Sustainability is virtually guaranteed by the expertise of the project personnel, their networks and publications; the ongoing institutional support, both instructional and research; low out-of-state tuition; the opportunities for dissemination, the potential for further funding, and by the increasing nationwide interest in the leadership process of which National Board Certification is a part.

School Library Media Specialists for the 21st Century: Leaders Educated to Make a Difference (Project LEAD)

Project LEAD (Leaders Educated to Make a Difference) is responding to IMLS Priority 5, Building Institutional Capacity. The Florida State University (FSU) College of Information¹ in collaboration with leaders from Florida A&M University (FAMU), the FSU College of Education, the FSU Learning Systems Institute, the FSU Center for Research in School Libraries, the State of Florida Department of Education, and the Leon County (FL) School District is proposing this project to assist with recruiting and educating the next generation of library leaders. This initiative is strongly endorsed by all the collaborators. Their letters of support can be found in Attachment 1.

ASSESSMENT OF NEED AND INTENDED RESULTS

Background:

National Board Certification (NBC), a voluntary process to recognize and reward organizational leadership established by the National Board for Professional Teaching Standards (NBPTS), a non-profit, non-partisan organization, is the highest credential in the teaching profession. With the financial backing of the Carnegie and the National Science Foundations, the major teachers unions, and the U.S. Department of Education, NBPTS was created in the wake of a Carnegie Foundation report on the dismal state of U.S. education. NBC is achieved through a rigorous performance-based assessment, based on five core teaching propositions and subject-based standards. To qualify, library media specialist candidates must hold a valid state library media specialist license, have at least three years of library media specialist experience, pass a standardized subject area test, and develop a portfolio that includes videotaped interactions with students and extensive documentation of excellence and organizational leadership. The process can take a year or longer to complete. Thirty-five states, each with separate certification requirements, now accept this national certification (NBPTS, 2004a). In addition to professional achievement and the ability to move between states with a national credential, numerous incentives to become National Board (NB) certified exist both at the state and local levels. All fifty states and more than 500 school districts across the nation have implemented policies and regulations to recruit, reward and retain NBC educators. For example, the state of Florida pays 90% of the \$2300 certification fee and provides educators who achieve NBC a 10% salary increase for the life of the certificate (10 years). Library media certification is one among the fourteen teacher certifications currently offered. Currently only 1%, or approximately 1000, library media specialists in the U.S. are NB certified.

Intended Results:

The **project's goal** is to develop graduate education opportunities focused on leadership for school library media specialists. The project's objectives are (1) to create an online curriculum that integrates the tenets of the National Board for Professional Teaching Standards (2) to increase the probability that candidates will qualify for National Board Certification in library media (3) to develop a recruitment plan to attract students and (4) to institute a program of related research. The graduate programs to be developed will include a leadership certificate that can be taken within the master's degree, as a post-master's stand-alone certificate, or as part of a specialist degree focused on leadership. All courses will focus on the knowledge and critical thinking skills associated with organizational leadership.

In the most recent *U.S. News and World Report* ranking of graduate schools of Library and Information Studies, the Florida State University College of Information, known for producing leaders in the school media profession, was ranked second in the nation for the school media specialization. In February 2005, a new, unique and multidisciplinary Center for Research in School Libraries will be launched at FSU. The FSU College of Information also has one of the largest online master's degree programs, with a decade of online teaching experience. Therefore, the College is well positioned to develop the proposed

¹The FSU School of Information Studies officially became the FSU College of Information in January 2004. Both terms will be found in the materials supporting this application, submitted just as the change occurred.

online leadership programs. In addition, the University has recently launched a multi-year leadership initiative from which the College of Information, including its students, will benefit.

The intended **project results** or institutional outcomes² drawn from the project's goal and objectives, are listed below. Following each outcome is an indication of the **corresponding need** that leads to it. The outcomes associated with the project will be accomplished in a one-year period:

Outcome #1 An online curriculum that will prepare school library media specialists for leadership roles by integrating the tenets of the National Board for Professional Teaching Standards

Needs related to outcome: According to the national standards for school library media programs, *Information Power*, leadership is one of the "unifying themes for guiding the effective library media specialist and for infusing all the activities, services, and functions of an effective, student-centered program" (American Association of School Librarianship (AASL), 1998, p. 47). "The alignments between the AASL national guidelines and the NBPTS national standards are extremely close." (Letter from J. Walker, AASL Executive Director, 2004. See Attachment 2.) Leadership, however, is a behavior that consists of knowledge and skills that can be learned and must be nurtured.

No reported coursework within schools of Library and Information Studies focuses specifically on leadership for school library media specialists (Association for Library and Information Science Education (ALISE), 2003). One way to assure this leadership is by recruiting and preparing candidates to participate successfully in the rigorous National Board Certification for library media offered by the National Board for Professional Teaching Standards (NBPTS). National Board candidates are required to demonstrate leadership. National data highlight the relationship between National Board Certification and leadership. A survey of 2,168 National Board Certified teachers revealed:

- Over nine in ten (92%) agree that their status as a National Board Certified teacher (NBCT) gives them more credibility in the education profession.
- National Board Certification instills additional confidence, evidenced by the 91% who agree NBCT status makes them feel more confident in their abilities.
- NBCTs are very likely to be involved in a number of activities indicative of leadership. (NBPTS, 2001).

Outcome #2: A course content and other support mechanisms that are designed to increase the probability that candidates will qualify for National Board Certification in library media.

Needs Related to Outcome Typically, no more than 50% of candidates who apply for the National Board process are credentialed each year (Gordon, 2002). In 2001-2002, the certificate rate for Florida was 38.6% compared to 42.4% for the nation. The rigor of the process, as well as the financial encouragement for achieving certification, has resulted in the development of workshops, support groups, and resource centers to assist teacher candidates. However, almost all such programs focus on classroom teachers. One summer workshop was held at the University of NC at Greensboro, AASL sponsored one workshop, and Dickinson (2004) wrote a booklet on portfolio development, but to date no ongoing program of support specifically for library media specialists exists. This may be understandable because although the National Board began offering certification to classroom teachers in the 1993-94 school year, it was not until 2001-2002 that certification was available for library media. Nonetheless, library media candidates are disadvantaged, because there are distinct differences between classroom teachers' and school library media specialists' roles and responsibilities as educators. Certification candidates benefit greatly by help

² Outcomes are preferably stated in terms of changes in program participants' attitudes, behaviors, knowledge, skills or life status. Since this grant is for building institutional capacity, the outcomes are related to the institution but it is to be understood that the long-term outcomes of building this institutional capacity will bring about positive change for the students engaged in the leadership programs.

from others (see Attachment 3). So a need exists for organized programs in library media that parallel those that support classroom teacher applicants.

In order to design the course content and support mechanisms a need exists to identify the reasons why media specialists do or do not achieve certification. A formal needs assessment will be conducted as part of a survey of a random sample of board certified media specialists, asking what course content or support mechanisms did or would have helped them. An informal needs assessment will be conducted by a NBC media specialist, a Project LEAD consultant, with the local school district media specialists who attempted, but did not achieve certification. (NB does not make available names of those who do not pass).

Outcome #3: A recruitment plan that will attract students to the master's, certificate, and specialist programs, particularly those from groups underrepresented in the profession.

Needs related to outcome: It is becoming extremely important to increase the number of school media specialists in order to assure that the field can produce leaders. The average age of a school library media specialist is 45, and there are few young people choosing school librarianship as a first career (Wheeler, 2003). As a result, their career span is relatively short, so there are a limited number of years during which they serve as leaders. There is an extreme shortage of school library media specialists nationwide and 68% will retire in the next ten years (Everhart, 2002). Twenty-five percent of Florida's school library media specialists are committed to retire within the next five years (Baumbach, 2003). Moreover, the need is greater in some geographic areas than in others, particularly in rural and inner city areas (Everhart, 2000). By creating more library media specialists with National Board Certification, recognized by 35 states, the need for more media specialist/leaders will be partially alleviated in that NBC media specialists can move to where the jobs are vacant without the current fear that their certification will not be accepted.

There is also a critical need to recruit students from underrepresented populations who will become leaders. African American teachers represent approximately 7.6% of all teachers in the U.S. but only 4% of those holding NBC. Although Florida is second in the nation in NBCTs, and third in the number of African American NBCTs, only 3% of the NBCTs in Florida are African American. To date, there are no African American NBC media specialists in Leon County (where FSU is located), although eligible candidates have applied. The same disparity exists with Hispanic candidates. Furthermore, lower achieving schools are less likely to have NBCTs. (N. Adams, personal communication, November 10, 2004).

Outcome #4: Expansion of the body of research focused on the National Board Certification process through initial research related to school media specialists.

Needs related to outcome: A substantial and growing body of research exists relating to the NBCTs, but no known research study to date focuses on NBC library media specialists. (NBPTS, 2004c). For example, although studies have demonstrated a correlation between higher student achievement and schools with media specialists who are leaders and between higher student achievement and NBCTs, no study has been conducted to see if higher student achievement correlates with the presence of a NBC library media specialist.

IMPACT

Project LEAD fulfills each of the five characteristics for a successful project listed in IMLS evaluation criteria. A positive impact will occur for students, faculty and LIS programs, and the profession as detailed below:

Characteristic 1: Increase the number of qualified professionals:

The recruitment plan will focus on increasing the number of qualified professionals, initially by ten but subsequently by many more, and the mobility of national certification will make them available where needed. Also, because recruitment strategies will be integrated into the Project LEAD curriculum, graduates will continue to build the profession (Outcomes 2 and 3).

Characteristic 2: Results or products that will benefit multiple institutions and diverse constituencies; By supporting a rigorous national standard for school library media specialists based on outcomes (knowledge and skills) through a curriculum that will be freely shared with other institutions, Project LEAD will impact the quality of education in multiple institutions and elevate the profession. By integrating National Board Certification tenets into courses, all available online, Project LEAD will increase leadership and National Board Certification opportunities for both new and established professionals throughout the United States³. And by focusing on underrepresented populations, Project LEAD will benefit diverse communities. The curriculum could become available nationwide through, Project WISE, a consortium started with IMLS support (Outcomes 1 and 2).

Characteristic 3: Reflects understanding of library service needs in community served by applicant. The constituency for Project LEAD comes from communities that are local (Leon County), statewide (Florida), regional (Southeast) and national (U.S.). Needs of all communities will be assessed and met by this project. (Outcomes 1, 2, 3, and 4).

Characteristic 4: Reflects a vision of potential change in the field. Project LEAD will set the highest standard for school library media certification in the United States and serve as a model to other programs through an innovative collaboration. (Outcomes 1, 2, 3, and 4).

Characteristic 5: Research: The first nationwide research project involving National Board certified school library media specialists will be conducted as a component of Project LEAD. An ongoing research agenda will be established and disseminated by the Center for Research in School Libraries at Florida State University and in doing so Project LEAD will contribute to the purposes and priorities of the Librarians for the 21st Century initiative. As part of their leadership education, library media specialists will engage in action research themselves. (Outcome 4).

The remainder of the narrative explains how these characteristics will be developed.

DIVERSITY

The Florida State University College of Information has been extremely successful at recruiting minorities into its programs. In fall 2004, there were 103 minority master's degree students, out of a total of 590 (17.5%), and Project LEAD is expected to expand both the number and percentage. Project LEAD is committed to diversity through a variety of mechanisms:

- Employing a consultant from, and working in collaboration with, Florida A & M University (FAMU), an historically Black university located in Tallahassee, where one of five official National Board Certification Resource Centers is located. The goal will be to recruit FAMU students after the curriculum is established.
- Placing a master's student (graduate assistant) in the FAMU Resource Center to work on a recruitment plan and to incorporate school media in the Center's materials and workshops.
- Joining a local regularly meeting organization of principals of 20 low achieving schools in Leon County where NB teachers are underrepresented and minorities are overrepresented
- Working through the state consultant for library media services, who works with critical needs schools statewide as part of her job for the Florida Bureau of School Improvement. The goal will be to establish a curriculum and contacts that will appeal to teachers or media specialists in these schools.
- Utilizing local and national multicultural advisory boards to develop curriculum.
- Using current minority master's students to help recruit.
- Developing promotional materials that feature minorities that will be used for recruitment.
- Training all partners to recruit minorities effectively.

³ Students enrolled in the various leadership programs will be strongly encouraged to apply for NB certification as soon as they are eligible but this will not be a requirement of the leadership curricula, a benefit in and of itself.

- Providing mentoring and support using minority role models for Project LEAD participants.
- Providing coursework opportunities for those with disabilities (an FSU requirement for all online coursework).

PROJECT METHODOLOGY

The project methodology and evaluation are directly related to the project's objectives, which are expressed as institutional outcomes. A meeting was held on November 19, 2004, which all local advisory board members (see Attachment 4), the Dean of the College of Information, and a few other invited experts attended. Their advice assisted with the development of the project, including the specific roles they play in the methodology detailed below.

Outcome #1 An online curriculum that will prepare school library media specialists for leadership roles by integrating the tenets of the National Board for Professional Teaching Standards

The core of this proposal to build institutional capacity in leadership education for school media specialists lies in the development of the 4 course (12 credit) leadership certificate, which will become (1) an elective within the master's/ degree, (2) will be available as a post-master's certificate, and (3) will comprise 12 of 30 credits in a specialist degree. At FSU, colleges are permitted to develop certificates within or external to degrees. In addition, the FSU Leadership Project is offering incentives to colleges to develop 12 credit leadership certificates (see Attachment 5). The certificate proposed will consist of two existing courses that will be revised during the grant period and two new courses: (1) Information Leadership (revision) (2) Instructional Role of the Information Specialist (revision) (3) Leadership in Reading (new course) and (4) Leadership in Technology (new course). One other option will exist for certificate students: instead of the Leadership course in the College of Information, students may choose to take the online course, Introduction to Educational Leadership, which is part of the master's degree in Educational Leadership in the Department of Educational Leadership and Policy Studies. In a meeting held to plan this grant, Dr. Carolyn Herrington, director of this program and funded researcher for the impact of National Board teachers on student achievement, enthusiastically supported this cross-discipline collaboration. A benefit of this increased institutional capacity will be the opportunity for administrative leaders and school media specialist leaders to exchange perspectives.

Simultaneously, the directors will work with the local and national advisory boards (see Attachment 4) and consultants to outline the content of a 30-credit specialist degree focusing on leadership for school media specialists. The certificate courses will comprise 12 credits; another three credits will be available for successful completion of the portfolio required for the National Board. The specialist degree at FSU allows 12 credits outside the College in which it originates, so collaborators on the project from the College of Education and from the Learning Systems Institute (LSI) (see Attachment 6 for explanation of the LSI and letter from L. Hassler, Institute Director in Attachment 1) will help identify other courses that are appropriate for the remaining 15-18 credits of this leadership degree. One such course already identified for inclusion and taught by the Director of LSI focuses on use of data for decision-making. Fieldwork with already certified NB library media specialists may also be an option.

Outcome #2: A course content and other support mechanisms that are designed to increase the probability that candidates will qualify for National Board Certification in library media.

A long-term outcome for this curriculum (extending beyond the one year grant period in which the institutional capacity to achieve this will be created) is to raise the National Board Certification qualifying rate to 100 percent for media specialists who take one of the FSU graduate education programs in leadership. A combination of standards, consultant input, and needs assessment of the population served will assure that these courses achieve this outcome.

The foundation for the courses offered in the certificate and expanded specialist programs are the five core teaching propositions and the ten standards (knowledge and skills) developed by the National Board, in collaboration with subject experts, for accomplished teaching in the school library media field.

(NBPTS, 2004b). The National Board has available on its web site a publication called "Using National Board Standards to Redesign Master's Degrees for Teachers: A Guide for Institutions of Higher Education." (Isenberg, 2004). This document will also be used as a guide for course development. The two paid consultants, one a certified NB teacher/media specialist and the other the Director of the National Board Teacher Resource Center at FAMU, and both experts in the content and process of the NB, will be instrumental in working with the directors to develop course content..

Another resource to assure that the course content will achieve this outcome will be a formal needs assessment that Harry Buerkle, an FSU doctoral student, will conduct as part of his dissertation research using a random sample survey of NBC media specialists. He will ask them what support mechanisms they had that worked and what they wish they had had. Although the NBPTS will not release names of those failing the exam, Pat Dietrich, one of our local consultants has agreed to talk informally with each of the local school district's applicants who did not pass, asking them what course content or other support would have helped them. She will compile the responses and will not reveal the names of the individuals she interviews.

Support mechanisms will include short courses, e.g., how to videotape student interactions, and online and print materials to support the media specialists taking the exam and preparing the portfolio. The National Board Teacher Resource Center at FAMU already offers a number of these short courses. Norish Adams, the Director of the Center, will work with the project Directors to modify these short courses and to put them online so they can reach a greater number of candidates. She will also assist with curriculum development with the goal of attracting minority education majors from FAMU and elsewhere to take the master's when it is offered.

Project directors will attend the National Board's annual conference and the planned state conference in order to learn as much as possible about the NBC process. They will meet with the state coordinator for the NB in the National Education Association. A final source will be the project's graduate assistant, who will be a current student working toward regular certification in the master's program and interested in national certification. His or her pre-service opinion will be sought.

Outcome #3: A recruitment plan that will attract students to the master's, certificate, and specialist programs, particularly those from underrepresented groups in the profession.

At FSU the target audience for the within master's certificate, the post-master's certificate, and the specialist degree will be already certified teachers (master's) or media specialists (post-master's certificate or specialist degree). Already certified teachers in the FSU Master's program have exactly the number of elective credits needed to complete the Leadership certificate. In the past decade at FSU approximately two-thirds (approximately 100 students per year) of the students seeking certification have been already certified teachers. Typically at FSU approximately three-fourths of the specialist degree students have been already certified media specialists, so this plan is realistic.

Florida State is *unique* among universities in that it offers in-state tuition rates to online students even if they reside outside Florida, resulting in programs that attract students across the nation and allowing for high standards when selecting students. Recruitment will be facilitated by this tuition break.

In order to achieve this outcome, a careful and detailed recruitment plan will be developed during the grant period, including numerical targets. A number of resources will be called upon to develop this successful recruitment plan. At FSU an IMLS grant, Project ATHENA, has developed a recruitment plan targeted at Ph.D. students (a 'web of recruitment) and has field-tested it. This will be used as a starting point, with numerous adaptations for a master's level. The consultants and one member of the advisory board have direct links to low-income and less successful schools. The Director of the FAMU Center has already invited the project directors to join a group of principals in low-achieving schools who meet regularly and who are extremely interested in the NB standards as a staff development tool. The principals will provide advice on recruitment. The state consultant for library media services works out of the Florida Bureau for School Improvement and pays frequent visits to critical needs schools; she, too, is interested in making contact with media specialists in these schools to ascertain what might interest them in the leadership programs. The project directors will attend the NB Minority Recruitment Conference, held in the

fall 2005, in order to gain insights into recruitment strategies. The Graduate Assistant (master's) will also provide input into the plan from a student's perspective. Local and national advisory boards will be consulted. One essential feature of the recruitment plan will be a means to identify employers of NB certified media specialists. The recruitment plan will be grounded in reality, and components of it will be tested in spring during the grant period. Included in the plan will be a mechanism to record demographic data of students who enroll in the program and to track their employment record into the future. A long-term outcome of the project will be to attract additional students to the FSU College of Information, as well as to other graduate programs in Library and Information Studies adopting the FSU curriculum, for the purpose of becoming leaders in the profession. One target will be to attract at least half of these candidates from low income or minority teaching situations and/or to help them find positions in high needs schools upon graduation.

Outcome #4: Expansion of the body of research focused on the National Board Certification process through initial research related to school media specialists.

Fortuitously the multi-disciplinary Center for Research in School Libraries is opening at FSU in February 2005. A doctoral student in the College of Information will be the first researcher in this Center and his research focuses on NBC school media specialists. Both project directors are experienced in evaluation research as well as other types of research related to the project and will collect and analyze data as part of the development of these graduate education programs. Carolyn Herrington, FSU faculty member and already a NB researcher, will collaborate with the project directors.

EVALUATION PLAN

The evaluation plan assesses the success of the stated institutional outcomes. As with the more traditional outcome statements, the degree to which these outcomes are successfully attained will be assessed by stating indicators that can be measured through both quantitative and qualitative data collection and analysis. One of the first tasks of the project directors, assisted by the two consultants and the advisory board members, will be to agree on the measurable indicators, the data intervals, and the targets based on the goals, objectives and methodology described above, and to develop the other evaluation instruments. For example, one indicator of the success of the recruitment plan will be to have 10 students recruited specifically for the FSU library media leadership programs (master's, certificate, or specialists) by the end of the grant period. (See Table 1, Attachment 7 for further sample indicators).

Data collection instruments will include participant observations, questionnaires, interviews, pre and post tests, document analyses and databases. In addition, for pilot administration of the courses multiple choice assessments and rubrics will be used. (See Table 2, Attachment 7 for the Evaluation Plan overview.)

Data analysis methods employed by project directors will include:

- Parametric and non-parametric statistical tests where appropriate
- Narrative and content analysis
- Review of data by consultants and advisory boards

PROJECT RESOURCES

Funds requested and provided as match will be used to achieve the outcomes of the project. Approximately 79% of the direct project costs (IMLS & FSU) will support personnel to manage the project, to develop and test the online curriculum and support materials, to devise and test the recruitment plan, and to initiate the research agenda. 3% will be used for small stipends for advisory committee members. 8% will be for travel for the 2 project directors and the graduate assistant to attend conferences (curriculum development, dissemination, and sustainability activities). 5% will go for supplies, materials, and equipment, and 5% will fund tuition for the doctoral and master's students. Both the detailed and summary budget figures plus full budget justification is available in the Budget section of this document.

PERSONNEL

A project team has been organized to include specific talents and skills to ensure a successful and beneficial project with meaningful results. Resumes for each of the key personnel, demonstrating their expertise for this project, can be found in Resumes of Key Personnel. Below is a brief summary of what they will do: (1) **Dr. Nancy Everhart** (Associate Professor and project co-director) and **Dr. Eliza T. Dresang** (Eliza Atkins Gleason Professor and project co-director) will spend 75-80%% of their time in the summer and 30% of their time in the academic year on project management, curriculum development, developing the courses online (with GA help), recruitment planning, course testing, evaluation, project dissemination and establishing the research agenda. The project directors have extensive experience managing grant projects. In the past 7 years, Dr. Dresang has served as a PI or co-PI on 3 grants from the Department of Education and IMLS for a total of \$500,000. She has managed multiple million-dollar budgets in the Madison, Wisconsin school district, where she was District Director for Library and Technology Services for 16 years. Dr. Everhart has worked on 3 multi-year grants from the New York City Board of Education worth over 2 million dollars. Both have widespread research backgrounds and have served as school library media specialists. (2) **Norish Adams** (Director, National Board Regional Resource Center, FAMU, will devote 128 hours to the project consulting on curriculum and recruitment and working with the leadership GA to develop support materials. (3) **Patricia Dietrich** (National Board Certified school library media specialist and project consultant) will devote 128 hours to the project in data collection, curriculum development, and mentoring of potential candidates. (4) **Harry Buerkle**, doctoral student, will work approximately 10 hours per week on the research component of the project. (5) The three-semester **graduate assistant (GA)** will be a student who is in the master's or specialist program and is interested in pursuing National Board Certification and if possible a minority candidate. The work itself will be leadership preparation. He/She will work 20 hours per week, at FSU and FAMU in the resource center assisting with and providing input for all project activities and will attend two national conferences, presenting at one. The two one-semester **graduate assistants** will assist project directors in translating course content into online courses (6) Members of the **local advisory board** (see Attachment 4 for their specific expertise) will meet monthly at FSU, FAMU, or Leon County to provide advice and evaluation. (7) Persons suggested for the **national advisory board** are also expert in various phases of NBC, are also listed in Attachment 4 (with their expertise) and will be asked to serve after the grant is funded. The national advisory board will meet 4 times - twice prior to ALA conferences, and twice by conference call to provide advise and evaluation. (8) **Dr. Marcella Genz**, Associate Dean for Academic Affairs, will work with directors on curriculum development and recruitment 5% of her time. (9) **Dr. Corinne Jorgensen**, Associate Dean for Research, will work with the project directors on the research and dissemination portions of the project 5% of her time. (10) **Dr. Larry Dennis**, Dean, will meet with the advisory committee and assist with overall management of the project, 5% of his time and will provide advice from his recent experience as Director of Distance and Distributed Learning at FSU. (11) **A highly qualified adjunct**, will pilot teach one of the certificate courses.

MANAGEMENT PLAN

The grant period will run from July 1, 2005 – June 30, 2006. Throughout the period co-directors will meet with consultants and advisory board members as previously indicated. Formative evaluation activities will go on throughout the grant period. Work tasks laid out by quarters are as follows:

- **Quarter 1** (July – Sept 2005): Complete or confirm advisory board personnel; hire and train GAs; develop evaluation indicators and instruments; attend National Board conference, establish web site; refine research/needs assessment questions and administer surveys; start course design.
- **Quarter 2**; (Oct – Dec 2005): Analyze formal and informal needs assessment data; develop two and revise one of the four certificate courses; translate courses into online format; attend Minority Recruitment Conference and national AASL conference; start on recruitment plan and on development of outline of specialist degree courses; write first article on project.
- **Quarter 3** (Jan – Mar 2006): Revise last course in certificate program and up online; pilot teach two of the certificate courses; complete recruitment plan and work on specialist courses; hold meeting for other Library and Information Studies (LIS) schools; present at ALISE and ALA Mid-winter; extend contacts; write additional articles for publication; present at state conferences.

- **Quarter 4** (April – June 2006) Pilot other two certificate courses and revise as needed; present at state conferences; hold meeting for interested LIS schools and present at ALA annual conference, including Project WISE preconference; pilot recruitment plan; contact potential employers of NB certified media specialists; complete specialist degree course design; plan next steps; conduct summative evaluation. (See Schedule of Completion)

DISSEMINATION

Wide dissemination is assured because of the project design, which involves local, state, regional, and national personnel committed to the NBC process and with widespread leadership connections. The project directors and each member of the local and national advisory boards are carefully chosen partially because of the multitude of channels they have available for dissemination of information and recruitment of students. One unique and advantageous feature of this project is that the Director of the National Board Resource Center at FAMU is in frequent contact with Directors of the four other national centers and with the National Board office, so she will be continuously promoting the project. She also will have direct contact with potential students at FAMU. The state consultant will work through the directors of media services in each school district to provide contacts for future employment throughout the state.

A web site will be created by Project Directors and a College of Information web developer to serve as an information and admissions portal for Project LEAD at the beginning of the grant period. Project activities will be posted throughout the year as well as the results of evaluations. When the course objectives and recruitment plan are completed, they will be made available through the web site. Links to NB resources will be part of the web site.

The College of Information communications officer will develop brochures for national recruitment. The announcements of Project LEAD will be made internally via web sites of the FSU College of Information, The FSU Center for Research in School Libraries, the College of Education, student and faculty listservs, and alumni newsletters. The FSU Office of Research will disseminate information to the University community and local media. Project directors will provide information to be disseminated at the state level through the Florida Department of Education and Florida Association for Media in Education (FAME). The NB Resource Center at FAMU will disseminate information regionally through its web site and at information sessions for precandidates. A national announcement will be made on the AASL Forum, the Association for Library and Information Studies Education (ALISE), and LM_NET electronic discussions groups and the NB list serv. NBPTS will be asked to add Project LEAD information to its web site where resources for candidates are listed. News releases will be sent to *American Libraries*, *School Library Journal*, and *NEA Today*.

Throughout the grant period, proposals will be submitted to major conferences such as AASL, ALISE, and the National Board for Professional Teaching Standards. Articles will be developed for major journals including, but not limited to, *Knowledge Quest*, *School Library Media Research*, and *The Journal for Library and Information Science Education*. The project's research on school library media specialists and National Board Certification will disseminate through these channels as they become available. The Center for Research in School Libraries will be disseminating research findings from Project LEAD through publications and symposia.

SUSTAINABILITY

Coursework, the certificate program, and the specialist degree developed for Project LEAD will all be a permanent part of the curriculum at FSU. The College of Information's Master's-Specialist Team approved the certificate revisions and the two new courses, for development (pending grant approval) on November 17, 2004. The development of this specific course content for an already existing specialist degree was also approved (pending grant approval) by the College of Information Master's-Specialist Team on November 17, 2004. The directors of the project, Drs. Everhart and Dresang, will continue to teach the courses developed regularly after the grant period. The in-state tuition rate for out-of-state students will make ongoing national recruitment viable.

Through its overall Quality Enhancement Plan, Florida State University will be rewarding Colleges that develop a leadership focus in their programs. (Attachment 5) Funding will be available in 2005-2006

and beyond for certificate programs in leadership, and three programs will be chosen for a \$5000 support grant. Project LEAD has the potential to become one of these programs. In addition, the directors intend to apply for funds from the Carnegie Foundation to expand the project's reach.

The proximity of one of four National Board Resource Centers at Florida A & M University, less than a mile from FSU and which will be an ongoing partner, helps to ensure the success and expansion of Project LEAD. The Center Director and the state consultant work with numerous school districts.

The number of candidates pursuing National Board Certification in library media has grown exponentially since being first offered in 2002 (AASL, 2004) and the interest in this designation of professional excellence as well as leadership in general will sustain Project LEAD for many years to come.

The project directors are aware of Project WISE, an IMLS initiative that is underway as this grant is written. It is a collaborative effort by Syracuse, Illinois, and Washington to provide cross listings of online courses. The purpose of the grant is to set up a system by which other universities may participate. The project directors hope to attend the preconference in San Antonio (during this grant period) to learn about the possibility of joining this effort and disseminating (making available) the Project LEAD courses through this method – which would address both dissemination and sustainability.

In sum, sustainability is virtually guaranteed by the expertise of the project personnel, their networks and publications; the ongoing institutional support, both instructional and research; low out-of-state tuition; the opportunities for dissemination, the potential for further funding, and by the increasing nationwide interest in the leadership process of which National Board Certification is a part.

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