



SCHOOL LIBRARIANS

CNMI State Board of Education
Certification Flowchart

**CNMI State Board of Education
Certification and Licensure Office**

Elohn S. Deleon Guerrero
Certification and Licensure Officer

Tel: (670) 664-3711
email: boe.certification@cnmipss.org

CNMI State Board of Education Certification and Licensure Office

PO Box 501370
Saipan, MP 96950

Tel: (670) 237-3051

Email: boe.certification@cnmipss.org

www.cnmipss.org

STANDARD COURSE REQUIREMENTS

| Required Courses | Course Description |
|--|--|
| Instructional Technology | This course introduces students to computer technology needed to teach at the elementary level. Topics include technology projects using audio, video, communications, and interactive multimedia. OR This course provides educators and education majors with a hands-on introduction to the use of Macintosh computers and computer applications. This course introduces them to the Macintosh operating system, to common computer terminology, and to common computer application skills including word processing, databases, spreadsheets, multimedia, and the Internet. Emphasis is placed on the practical use of these skills in the educational setting. |
| NMI History/Pacific Institute | This course offers an overview of Northern Marianas history in its global context from prehistoric times up to the Covenant and the Constitution establishing the CNMI. |
| School Library Administration | This is an introduction to school library media center philosophy, organization, administration and the role of the supervisor of the center. The course examines the role of the librarian and the principal-teacher-student relationship. |
| Evaluation and Access of School Library Material | This course covers intellectual, administrative, and practical aspects of building, maintaining and evaluating school library collections. Topics include the writing and implementation of collection policies, community analysis and the needs of library users, strategies of selection and evaluation, analysis and evaluation of current reviewing media, school library standards, censorship, acquisitions procedures and management, library cooperation, copyright, contemporary publishing, and use of computers in acquisitions. |
| Children Literature or Young Adult Literature | This course surveys the field of children's literature and assists in the selection and presentation of developmentally appropriate literature for children, based on an understanding of how the reading process develops. This course presents a study of the history and development of children's literature, examines its value to the literacy process, and defines criteria for the selection and utilization of children's books and closely related materials. Students become familiar with authors, illustrators, and publishers of noteworthy children's books and learn how to integrate literature into thematic units. |
| School Library Material and Curriculum | This course introduces the purpose, theory and principles of cataloging and classification using Dewey Decimal Classification and Sears Subject Headings. It includes construction of a main catalog for the school library, including audiovisual materials and processing materials from acquisition to circulation. |
| Technology and the School Library | This course is a survey of multimedia resources that supports examines policies and criteria for the selection, evaluation, acquisition, organization and maintenance of non-print media acquisition, organization and maintenance of non-print media collections and electronic resources in school library media center. |

Basic I

Valid for Two (2) Years — Renewable

- Signed and Completed Certification Application Form
- One (1) Passport Size Photo (*For First-time Applicant Only*)
- Fingerprint Submission (valid for one (1) year)
- Police Clearance (valid for one (1) year)**
- Payment receipt of \$40.00 (processing fee per certification)
- Official College Transcript
- Bachelor's degree or higher
- Proof of Passing Praxis II in content area
- Current Recommendation Letter from a Supervisor/Principal (*For Renewal Only*)
- Proof of completion of one hundred twenty (120) hours of seminars, workshops, or in-service training as sanctioned by PSS/BOE and or equivalent university or college courses (*For Renewal Only*)

**The CNMI Certification and Licensure Office requires fingerprint processing for the following:

1. First-time applicants applying for certification;
2. Applicants who have left and are returning to the CNMI Public School System (PSS) after two (2) years;
3. Off-island applicants

Basic II

Valid for Three (3) Years — Renewable

- Met Basic I Requirements
- Signed and Completed Certification Application Form
- Background Check:
 - o Fingerprint Submission (if re-entering the system after two (2) years)
 - o Police Clearance (valid for one (1) year)
- Payment receipt of \$60.00 (processing fee per certification)
- Current Recommendation Letter from a Supervisor/Principal
- Bachelor's degree or higher
- Official Transcript or Certification of Completion of specific Basic II courses:
 - Multicultural Education/Teaching Linguistically Diverse Students
 - Teaching Reading
 - Inclusive Practice for Students with Learning Disability
 - Instructional Strategies/Classroom Management
 - Internship or Mentoring Program
 - Computer Technology
- Professional Development:
 - o *For Initial:* Proof of completion of one hundred twenty (120) hours of seminars, workshops, or in-service training as sanctioned by PSS/BOE and or equivalent university or college courses
 - o *For Renewal:* Proof of completion of one hundred eighty (180) hours of seminars, workshops, or in-service training as sanctioned by PSS/BOE and or equivalent university or college courses

Standard

Valid for Five (5) Years — Renewable

- Met Basic II Requirements
- Signed and Completed Certification Application Form
- Background Check:
 - o Fingerprint Submission (if re-entering the system after two (2) years)
 - o Police Clearance (valid for one (1) year)
- Payment receipt of \$100.00 (processing fee per certification)
- Official Transcript or Certification of Completion of specific Standard courses:
 - Instructional Technology
 - NMI History/ Pacific Institute
 - School Library Administration: Selection
 - Evaluation and Access of School Library Materials
 - Children Literature or Young Adult Literature
 - School Library Material and the Curriculum
 - Technology and the School Library
- Current Recommendation Letter from a Supervisor/Principal
- Professional Development:
 - o *For Initial:* Proof of completion of one hundred eighty (180) hours of seminars, workshops, or in-service training as sanctioned by PSS/BOE and or equivalent university or college courses
 - o *For Renewal:* Proof of completion of three hundred (300) hours of seminars, workshops, or in-service training as sanctioned by PSS/BOE and or equivalent university or college courses

Professional

Valid for Ten (10) Years — Renewable

- Met Standard Requirements
- Signed and Completed Certification Application Form
- Background Check:
 - o Fingerprint Submission (if re-entering the system after two (2) years)
 - o Police Clearance (valid for one (1) year)
- Payment receipt of \$200.00 (processing fee per certification)
- Current Recommendation Letter from a Supervisor/Principal
- Master's degree or higher
- Current membership of Professional Education Association
- Employment Verification of ten (10) cumulative years of instructional experience
- Professional Development:
 - o *For Initial:* Proof of completion of three hundred (300) hours of seminars, workshops, or in-service training as sanctioned by PSS/BOE and or equivalent university or college courses
 - o *For Renewal:* Proof of completion of six hundred (600) hours of seminars, workshops, or in-service training as sanctioned by PSS/BOE and or equivalent university or college courses

BASIC II COURSE REQUIREMENTS

| Required Courses | Course Description |
|--|--|
| Multicultural Education/Teaching Linguistically Diverse Students | This course introduces teachers-in-training to the educational aspects of teaching in a multicultural classroom environment. This course provides an overview of the historical foundations, relevant theories, and social and political aspects that have influenced education in the CNMI. In addition to informing teachers-in-training about the laws that impact education in the CNMI, this course endeavors to create awareness, respect, and appreciation of the various cultures in the CNMI as well as to enhance the teacher-in-training's understanding of the influence that culture has on the educational process and of cultural influences on behavior as they relate to the educational process. This course endeavors to create awareness of patterns of thinking and behavior that contribute to stereotyping, prejudices, and difficulties in intercultural contact. Teaching Linguistically Diverse Students: This course provides students with theories, methodology, approaches, and practices necessary for effective teaching of students who are English Language Learners (ELL). It assists students in understanding English language learners, offers experience in how a second language is effectively taught and learned, and gives students practice in developing integrated ESL/ELL lessons that are engaging, entertaining, and appropriate. |
| Teaching Reading | This course surveys the field of children's literature and assists in the selection and presentation of developmentally appropriate literature for children, based on an understanding of how the reading process develops. It presents a study of the history and development of children's literature, examines its value to the literacy process, and defines criteria for the selection and utilization of children's books and closely related materials. Students become familiar with authors, illustrators, and publishers of noteworthy children's books and learn how to integrate literature into thematic units. |
| Inclusive Practices for Students with Learning Disability | This course provides an overview of legal provisions, characteristics, and classroom strategies for students considered at-risk for failure, gifted and talented, linguistically or culturally diverse, and having a disability. The Individuals with Disabilities Education Act requires the inclusion of all students with a disability in the least restrictive environment to the greatest extent possible. This course provides a framework for collaboration and the team approach. The students will have the skills for general education that teachers should poses to adapt technology. The course defines several categories of students with disabilities and teaches methods and strategies for educating students in the categories previously mentioned above. |
| Instructional Strategies/Classroom Management | This course provides students with theories, approaches, methods, and activities necessary for designing a cohesive, cooperative classroom. Students examine a variety of curriculum models, discuss ways to accommodate alternative learning styles, and investigate methods of developing cooperative lessons, group and independent projects, and thematic learning experiences. Students examine the concepts of limits, control, safety, trust, and acceptance in the classroom. Students also research and discuss strategic reinforcement, intervention, and disciplining techniques, and practice a variety of content-specific activities for enhancing instructional focus. |
| Internship/Mentoring Program | Student Teaching is the opportunity for teacher education candidates to participate in an experiential learning setting where they can begin to utilize the skills, strategies, and knowledge they learned during their teacher preparation program. Students enrolled in this course experience first hand all the many facets of teaching in an elementary or middle school setting. This course provides a full-time practice teaching experience for teachers at all levels who already have baccalaureate degrees or higher in areas outside of education, who are already working full-time in a regular classroom, and who need a practicum course for certification or to enhance their teaching abilities, methods, and strategies. |
| Computer Technology | This course covers basic knowledge of PC hardware—including the system unit, local area networks, and the Internet. This course provides students with practical skills in using the Windows operating system and in using common PC application programs, including a word processor, a spreadsheet, a presentation program, and a database program. This course also teaches students how to use the Internet for communication and research and introduces them to creating Web pages. This course emphasizes using the PC as a multiple applications tool. |