

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1							
New Learning is Connected to Prior Learning and Experience							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian independently and/or collaboratively activates all students' initial understandings of new concepts and skills</p> <p>National Standards American Association of School Librarians: AASL 1.4e AASL 1.4j AASL 1.4l</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher – Librarian pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student data 	<ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic 	<p>Teacher-Librarian independently and/or collaboratively fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes*</p>	<p>Teacher-Librarian independently and/or collaboratively adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes</p>	<p>Teacher-Librarian independently and/or collaboratively inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes</p>	<p>Teacher-Librarian independently and/or collaboratively activates no, or almost no students' initial understandings</p>

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New Learning is Connected to Prior Learning and Experience							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian independently and/or collaboratively makes connections explicit between previous learning and new concepts and skills for all students</p> <p>National Standards American Association of School Librarians: AASL 1.4e AASL 1.4j</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher – Librarian pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student data 	<ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts 	Teacher-Librarian independently and/or collaboratively makes connections for all students between previously learned and/or new concepts and skills	Teacher-Librarian independently and/or collaboratively makes adequate connections for most students between previously learned and/or new concepts and skills	Teacher-Librarian independently and/or collaboratively makes inadequate connections for most students between previously learned and/or new concepts and skills	Teacher-Librarian independently and/or collaboratively makes no, or almost no connections between previously learned and/or new concepts and skills for any student

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Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian independently and/or collaboratively makes clear the purpose and relevance of new learning for all students</p> <p>National Standards American Association of School Librarians Standards: AASL 1.4e AASL 1.4j</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher – Librarian pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student data 	<ul style="list-style-type: none"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question: What is the point? 	Teacher-Librarian independently and/or collaboratively fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals	Teacher-Librarian independently and/or collaboratively adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals	Teacher-Librarian independently and/or collaboratively inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals	Teacher-Librarian independently and/or collaboratively clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals

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What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 4 Teacher-Librarian independently and/or collaboratively provides all students opportunities to build on or challenge initial understandings</p> <p>National Standards American Association of School Librarians Standards: AASL 1.3a AASL 1.4g AASL 1.4i</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Teacher needs to interpret levels of students' initial understandings in order to move learning forward 	Teacher-Librarian independently and/or collaboratively employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning	Teacher-Librarian independently and/or collaboratively employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning	Teacher-Librarian independently and/or collaboratively employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning	Teacher-Librarian independently and/or collaboratively employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning

STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian independently and/or collaboratively provides tasks that purposefully employ all students' cognitive abilities and skills</p> <p>National Standards American Association of School Librarians Standards: AASL 1.3a AASL 1.3c AASL 1.4i AASL 1.4j AASL 1.4l</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plans <ul style="list-style-type: none"> • Teacher-Librarian pre/post conference • Student classroom interviews • Student work • Student feedback (e.g. survey, writing) • Collaboration documentation • Student/learner data 	<ul style="list-style-type: none"> • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order) • Cognitive abilities and skills are increasingly content specific as students' learning develops 	Teacher-Librarian independently and/or collaboratively engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes	Teacher-Librarian independently and/or collaboratively engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes	Teacher-Librarian independently and/or collaboratively engages most students with tasks that inadequately support deep learning of subject-matter content and processes	Teacher-Librarian independently and/or collaboratively does not engage students with any tasks that support deep learning of subject-matter content and processes

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What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian independently and/or collaboratively provides tasks that place appropriate demands on each student</p> <p>National Standards American Association of School Librarians Standards: AASL 1.3a AASL 1.3c AASL 1.4i AASL 1.4j AASL 1.4l</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plans • Teacher-Librarian pre/post conference • Student classroom interviews • Student work • Student feedback (e.g. survey, writing) • Collaboration documentation • Student/learner data 	<ul style="list-style-type: none"> • Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be “one-size fits all” 	Teacher-Librarian independently and/or collaboratively provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes	Teacher-Librarian independently and/or collaboratively provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes	Teacher-Librarian independently and/or collaboratively provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes	Teacher-Librarian independently and/or collaboratively provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes

STANDARD 2							
Learning Tasks have High Cognitive Demand for Diverse Learners							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian independently and/or collaboratively provides tasks that progressively develop all students' cognitive abilities and skills</p> <p>National Standards American Association of School Librarians Standards: AASL 1.3a AASL 1.3c AASL 1.4i AASL 1.4j AASL 1.4l</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plans • Teacher-Librarian pre/post conference • Student classroom interviews • Student work • Student feedback (e.g. survey, writing) • Collaboration documentation • Student/learner data 	<ul style="list-style-type: none"> • Teacher designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? And (2) Are they worth the students' time? 	Teacher effectively structures multi-levelled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons	Teacher-Librarian independently and/or collaboratively adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Teacher-Librarian independently and/or collaboratively structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons	Teacher-Librarian independently and/or collaboratively does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons

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What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 4 Teacher-Librarian operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p> <p>National Standards American Association of School Librarians Standards: AASL 1.2a AASL 1.2b AASL 1.2d AASL 1.2f</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plans • Teacher-Librarian pre/post conference • Student classroom interviews • Student work • Student feedback (e.g. survey, writing) • Collaboration documentation • Student/learner data 	<ul style="list-style-type: none"> • Teacher serves all students well regardless of family background, socio-economic status, or ability • Teacher has an expectation that all children can achieve at high levels • The teacher takes an active role in ensuring that students have equitable opportunities to achieve 	<p>Teacher-Librarian independently and/or collaboratively models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve</p>	<p>Teacher-Librarian independently and/or collaboratively models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability</p>	<p>Teacher-Librarian independently and/or collaboratively demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability</p>	<p>Teacher-Librarian independently and/or collaboratively demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability</p>

STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p> <p>National Standards American Association of School Librarians Standards: AASL 1.4g AASL 1.4i</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian pre/post conference • Teacher-Librarian notes • Artifacts (e.g. audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/Learner data • Student work 	<ul style="list-style-type: none"> • Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning • Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim • Forms of discourse: oral and written 	<p>Teacher-Librarian independently and/or collaboratively provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills</p>	<p>Teacher-Librarian independently and/or collaboratively provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills</p>	<p>Teacher-Librarian independently and/or collaboratively provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills</p>	<p>Teacher-Librarian independently and/or collaboratively provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills</p>

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What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representation</p> <p>National Standards American Association of School Librarians Standards: AASL 1.3c AASL 1.3d AASL 1.3h</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian pre/post conference • Teacher-Librarian notes • Artifacts (e.g. audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/ Learner data • Student work 	<ul style="list-style-type: none"> • Multiple representations can be of the same or different concepts • Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations • Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking 	<p>Teacher-Librarian independently and/or collaboratively effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills</p>	<p>Teacher-Librarian independently and/or collaboratively adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/ developing concepts and/or their acquisition of skills</p>	<p>Teacher-Librarian independently and/or collaboratively inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/ developing concepts and/or their acquisition of skills</p>	<p>Teacher-Librarian independently and/or collaboratively structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/ developing concepts and/or their acquisition of skills</p>

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Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships</p> <p>National Standards American Association of School Librarians Standards: AASL 1.4e</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian pre/post conference • Teacher-Librarian notes • Artifacts (e.g. audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/Learner data • Student work 	<ul style="list-style-type: none"> • Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media • Teacher helps students use prior knowledge to draw analogies to support understanding of ideas 	<p>Teacher-Librarian independently and/or collaboratively uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills</p>	<p>Teacher-Librarian independently and/or collaboratively uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills</p>	<p>Teacher-Librarian independently and/or collaboratively uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills</p>	<p>Teacher-Librarian independently and/or collaboratively uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills</p>

STANDARD 3							
Students Engage in Meaning-Making through Discourse and Other Strategies							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 4 Teacher-Librarian independently and/or collaboratively structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p> <p>National Standards American Association of School Librarians Standards: AASL 2.3b AASL 2.3c AASL 2.3e AASL 2.3g</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian pre/post conference • Teacher-Librarian notes • Artifacts (e.g. audio/ visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/Learner data • Student work 	<ul style="list-style-type: none"> • The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners • Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space 	Teacher-Librarian independently and/or collaboratively effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning	Teacher-Librarian independently and/or collaboratively adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning	Teacher-Librarian independently and/or collaboratively inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning	Teacher-Librarian independently and/or collaboratively enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning

STANDARD 4							
Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p> <p>National Standards American Association of School Librarians Standards: AASL 1.4i AASL 1.5c AASL 1.5d AASL 1.5e AASL 1.5f AASL 1.1d</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian pre/post conference • Educator notes • Artifacts (e.g. audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/Learner data • Student work 	<ul style="list-style-type: none"> • Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson 	<p>All students in the class can fully explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>Most students in the class can generally explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p> <p>OR</p> <p>Most students in the class can fully explain two of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>Most students in the class can only vaguely explain one or more of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>	<p>No, or almost no students can explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like</p>

STANDARD 4							
Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian independently and/or collaboratively structures opportunities for self-monitored learning for all students</p> <p>National Standards</p> <p>American Association of School Librarians Standards: AASL 1.4i AASL 1.5c AASL 1.5d AASL 1.5e AASL 1.5f AASL 1.1d</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian pre/post conference • Educator notes • Artifacts (e.g. audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/Learner data • Student work 	<ul style="list-style-type: none"> • This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Teacher provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st century skill 	<p>All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson</p>	<p>Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson</p>	<p>Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson</p>	<p>No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson</p>

STANDARD 4							
Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian independently and/or collaboratively supports all students to take actions based on the students' own self-monitoring processes</p> <p>National Standards American Association of School Librarians Standards: AASL 1.4i AASL 1.5c AASL 1.5d AASL 1.5e AASL 1.5f AASL 1.1d</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian pre/post conference • Educator notes • Artifacts (e.g. audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/Learner data • Student work 	<ul style="list-style-type: none"> • This is a core 21st century skill • Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing 	<p>All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support</p>	<p>Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support</p>	<p>Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions</p>	<p>No, or almost no students take actions based on their own assessment of their learning status and/or students have no self-assessments on which to base actions</p>

STANDARD 5
Assessment is Integrated into Instruction

Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian independently and/or collaboratively plans on-going learning opportunities based on evidence of all students' current learning status</p> <p>National Standards American Association of School Librarians Standards: AASL 1.4.h AASL 1.4i AASL 1.5a AASL 1.5b AASL 1.5c AASL 1.5d AASL 1.5e AASL 1.5f AASL 1.5g AASL 1.5h</p>	<ul style="list-style-type: none"> • Pre/post conference • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian notes • Student classroom Interviews • Student data • Artifacts (e.g. audio/visual/print) • Student work • Direct evaluator observation 	<ul style="list-style-type: none"> • "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) • There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2) 	Teacher-Librarian independently and/or collaboratively consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	Teacher-Librarian independently and/or collaboratively frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	Teacher-Librarian independently and/or collaboratively sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	Teacher-Librarian independently and/or collaboratively plans no, or almost no on-going learning opportunities based on any evidence of students' learning status

STANDARD 5
Assessment is Integrated into Instruction

Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria</p> <p>National Standards American Association of School Librarians Standards: AASL 1.4.h AASL 1.4i AASL 1.5a AASL 1.5b AASL 1.5c AASL 1.5d AASL 1.5e AASL 1.5f AASL 1.5g AASL 1.5h</p>	<ul style="list-style-type: none"> • Pre/post conference • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian notes • Student classroom Interviews • Student data • Artifacts (e.g. audio/visual/print) • Student work • Direct evaluator observation 	<ul style="list-style-type: none"> • Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) • Performance criteria indicate the successful accomplishment of the learning goal • Teacher should use different types of assessment strategies to account for learner differences 	<p>Teacher-Librarian independently and/or collaboratively fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status</p>	<p>Teacher-Librarian independently and/or collaboratively adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status</p>	<p>Teacher-Librarian independently and/or collaboratively inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status</p>	<p>Teacher-Librarian independently and/or collaboratively aligns no, or almost no assessment opportunities with any learning goals and performance criteria</p>

STANDARD 5
Assessment is Integrated into Instruction

Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson of all students</p> <p>National Standards American Association of School Librarians Standards: AASL 1.4.h AASL 1.4i AASL 1.5a AASL 1.5b AASL 1.5c AASL 1.5d AASL 1.5e AASL 1.5f AASL 1.5g AASL 1.5h</p>	<ul style="list-style-type: none"> • Pre/post conference • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian notes • Student classroom Interviews • Student data • Artifacts (e.g. audio/visual/print) • Student work • Direct evaluator observation 	<ul style="list-style-type: none"> • While evidence generation needs to be planned, evidence can also arise spontaneously • Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing • Teacher should structure multiple opportunities to generate evidence and not rely on one source 	Teacher-Librarian independently and/or collaboratively structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	Teacher-Librarian independently and/or collaboratively structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	Teacher-Librarian independently and/or collaboratively structures limited opportunities to generate evidence of most students' learning during the lesson	Teacher-Librarian independently and/or collaboratively structures no, or almost no opportunities to generate evidence of any student's learning during the lesson

STANDARD 5
Assessment is Integrated into Instruction

Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 4 Teacher-Librarian independently and/or collaboratively adapts actions based on evidence generated in the lesson for all students</p> <p>National Standards American Association of School Librarians Standards: AASL 1.4.h AASL 1.4i AASL 1.5a AASL 1.5b AASL 1.5c AASL 1.5d AASL 1.5e AASL 1.5f AASL 1.5g AASL 1.5h</p>	<ul style="list-style-type: none"> • Pre/post conference • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher-Librarian notes • Student classroom Interviews • Student data • Artifacts (e.g. audio/visual/print) • Student work • Direct evaluator observation 	<ul style="list-style-type: none"> • Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning 	<p>Teacher-Librarian independently and/or collaboratively effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson</p>	<p>Teacher-Librarian independently and/or collaboratively adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson</p>	<p>Teacher-Librarian independently and/or collaboratively inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson</p>	<p>Teacher-Librarian independently and/or collaboratively continues with planned lesson regardless of any evidence presented and/or generated in the lesson</p>

TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 Collection and Information Access							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian implements a selection policy in which print and digital learning resources are selected/deselected based on their ability to support instructional goals, curriculum standards, interests, and needs of the students and school community.</p> <p>National Standards American Association of School Librarians Standards: AASL 1.2.a AASL 2.5.e AASL 2.6.c AASL 2.6.d</p>	<ul style="list-style-type: none"> • Selection policy • Direct observation <p>OR One additional item from confirmatory evidence sources</p>	<ul style="list-style-type: none"> • Selection Policy • Collection analysis document • Assessment scores • Collection decisions aligned with content area standards • Student/staff perception data • Weeding log • Purchasing reports/acquisitions • Inventory Report • Pre/post conferences 	<ul style="list-style-type: none"> • Selection policy reflects the technological, cultural, curricular, and language needs of the school community, Teacher-Librarian makes every effort to select and/or deselect materials based on criteria outlined in selection policy • Weeding/systemic removal of obsolete, inaccurate resources • Surveying/receiving feedback from various school community members to make informed decisions regarding the selection of materials 	<p>Teacher-librarian fully implements a selection policy in which print and digital learning resources are selected/deselected based on their ability to support instructional goals, curriculum standards, interests, and needs of the students and school community.</p>	<p>Teacher-Librarian adequately implements a selection policy in which print and digital learning resources are selected/deselected based on their ability to support instructional goals, curriculum standards, interests, and needs of most students and school community.</p>	<p>Teacher-Librarian minimally implements a selection policy in which print and digital learning resources are selected/deselected based on their ability to support instructional goals, curriculum standards, interests, and needs of most students and school community.</p>	<p>Teacher-Librarian does not implement a selection policy in which print and digital learning resources are selected/deselected based on their ability to support instructional goals, curriculum standards, interests, and needs of most students and school community.</p>

STANDARD 1 Collection and Information Access							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian uses data to evaluate and develop the collection to ensure it supports curriculum standards, interests, and needs of the students and school community.</p> <p>National Standards American Association of School Librarians Standards: AASL 1.2.a AASL 2.5.d AASL 2.6.b AASL 2.6.g AASL 2.6.h</p>	<ul style="list-style-type: none"> • Student and/or staff perception data • Direct observation <p>OR</p> <p>One additional item from confirmatory evidence sources</p>	<ul style="list-style-type: none"> • Selection Policy • Collection analysis document • Assessment scores • Collection decisions aligned with content area standards • Student/staff perception data • Weeding log • Purchasing reports/acquisitions • Inventory Report • Pre/post conferences 	<p>Examples may include:</p> <ul style="list-style-type: none"> • Assessment scores, surveys, students' requests for book purchases, teacher and/or administrator requests for suggested materials • Collection reports • Perception data from students and/or staff • School Performance Plan 	<p>Teacher-Librarian accesses multiple data sources, including student perception data, to evaluate and develop the collection to ensure it supports curriculum standards, interests, and needs of the students and school community.</p>	<p>Teacher-Librarian accesses at least one data source, including student perception data, to adequately evaluate and develop the collection to ensure it supports curriculum standards, interests, and needs of the students and school community.</p>	<p>Teacher-Librarian accesses at least one data source, including student perception data, to evaluate and develop the collection to ensure it supports curriculum standards, interests, and needs of the students and school community.</p>	<p>Teacher-Librarian does not use data, including student perception data, to evaluate and develop the collection to ensure it supports curriculum standards, interests, and needs of the students and school community.</p>

STANDARD 1 Collection and Information Access							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian maintains a collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, information needs, and reading and language abilities and information needs.</p> <p>National Standards American Association of School Librarians Standards: AASL 2.6.g AASL 2.6.h</p>	<ul style="list-style-type: none"> • Collection Analysis • Direct Observation <p>OR One additional item from confirmatory evidence sources</p>	<ul style="list-style-type: none"> • Selection Policy • Collection analysis document • Assessment scores • Collection decisions aligned with content area standards • Student/staff perception data • Weeding log • Purchasing reports/acquisitions • Inventory Report • Pre/post conferences 	<p>Examples may include:</p> <ul style="list-style-type: none"> • Collection summary report that shows the various areas for which materials were needed attached to an invoice of materials purchased • Collection reflects the diversity of the school • Repairing/replacing materials as needed 	<p>Teacher-Librarian consistently maintains an up to date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading and language abilities, and information needs</p>	<p>Teacher-Librarian adequately maintains an up to date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading and language abilities and information needs</p>	<p>Teacher-Librarian inconsistently maintains an up to date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading and language abilities, and information needs</p>	<p>Teacher-Librarian makes little or no attempt to maintain an up to date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading and language abilities and information needs</p>

STANDARD 2 Library Environment							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian organizes physical space to enable ease of use</p> <p>National Standards American Association of School Librarians Standards: AASL 2.3.b AASL 2.3.c AASL 2.3.d AASL 2.3.e AASL 2.3.i AASL 3.1.f</p>	<ul style="list-style-type: none"> • Direct observation • One item from confirmatory sources of evidence 	<ul style="list-style-type: none"> • Student/staff perception data • Photos/diagrams/other artifacts • Library schedule/calendar • Pre/post observation Conferences • Library staff/aide(s) expectations 	<p>Examples may include:</p> <ul style="list-style-type: none"> • Appropriate seating arrangements for whole group, small group and individuals (flexible seating arrangements) • Appropriate work space arrangements • Appropriate access to computers/technology • Signage is clear and easy to see • ADA compliant • Visible Wi-Fi code for personal devices (if allowed) • Ease of use/access at circulation desk • Makerspaces • Quiet reading areas 	<p>Teacher-Librarian makes highly effective use of the physical space, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer/technology use.</p>	<p>Teacher-Librarian sufficiently organizes physical space to enable ease of use</p>	<p>Teacher-Librarian inadequately organizes physical space to enable ease of use</p>	<p>Teacher-Librarian makes little or no attempt to organize physical space to enable ease of use, signage is limited or not existent and/or space is not ADA compliant</p>

STANDARD 2 Library Environment							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually</p> <p>National Standards American Association of School Librarians Standards: AASL 1.2.c AASL 1.2.e AASL 1.2.g AASL 2.3.e AASL 2.3.h AASL 2.3.i AASL 2.6.e</p>	<ul style="list-style-type: none"> • Direct observation • One item from confirmatory sources of evidence 	<ul style="list-style-type: none"> • Student/staff perception data • Photos/diagrams/other artifacts • Library schedule/calendar • Pre/post observation conferences • Library staff/aide(s) expectations 	<ul style="list-style-type: none"> • Identifies nonfiction texts in the content area for students to read and use • Promotes and uses active reading strategies • Provides and uses print and electronic graphic organizers • Teaches reading strategies by reading aloud and modeling rereading for comprehension on difficult passages • Library blog, book talks, student book reviews, face-to-face and virtual book clubs, literacy events (e.g., Battle of the Books, Nevada Reading Week, Bristlecone Storytelling Festival, Poetry Jam, author visits, school-wide activities and contests) • Arranges space to allow for flexibility and to support and accommodate reading, research, production activities, culture of learning, investigation and love of literature • Enables independent use of the library 	<p>Teacher-Librarian ACTIVELY fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually.</p>	<p>Teacher-Librarian sufficiently fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually</p>	<p>Teacher-Librarian sporadically fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually</p>	<p>Teacher-Librarian makes little or no attempt to foster an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually</p>

STANDARD 2 Library Environment							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian creates and maintains a welcoming, attractive, and supportive library environment</p> <p>National Standards American Association of School Librarians Standards: AASL 2.3.b AASL 2.3.h AASL 2.3.i</p>	<ul style="list-style-type: none"> • Direct observation • One item from confirmatory sources of evidence 	<ul style="list-style-type: none"> • Student/staff perception data • Photos/diagrams/other artifacts • Library schedule/calendar • Pre/post observation conferences • Library staff/aide(s) expectations 	<p>Examples may include:</p> <ul style="list-style-type: none"> • Library staff is positive and welcoming • Students/staff perceive the library as the ‘hub’ of the school • Library is accessible to staff and students as much as scheduling and staffing allow (before and after school, lunch periods, etc.) • Library staff, including student aides, offer assistance to library patrons • Provide students with supplies and tools (as available) • Interactions among the Teacher-Librarian, students, and colleagues are highly respectful, reflecting warmth, caring, and sensitivity to students’ learning needs, cultures, and levels of development. • Book displays are attractive and inviting 	<p>Teacher-Librarian actively creates and maintains a welcoming, attractive, and supportive library environment. Interactions between Teacher-Librarian, students, and colleagues are positive, appropriate, and sensitive to students’ learning needs or cultural and developmental differences.</p>	<p>Teacher-Librarian sufficiently creates and maintains a welcoming, attractive, and supportive library environment</p>	<p>Teacher-Librarian inconsistently creates and maintains a welcoming, attractive, and supportive library environment</p>	<p>Teacher-Librarian makes little or no attempt to create and maintain a welcoming, attractive, and supportive library environment. Interactions between Teacher-Librarian, students, and colleagues are negative, inappropriate, or insensitive to students’ learning needs or cultural and developmental differences.</p>

STANDARD 3 Program Planning and Management							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian schedules and/or facilitates consistent and equitable use of the library for information literacy instruction and/or activities</p> <p>National Standards American Association of School Librarians Standards: AASL 2.3.a AASL 2.3 f</p>	<ul style="list-style-type: none"> • Calendar/schedule • Direct observation <p>OR One item from confirmatory evidence sources</p>	<ul style="list-style-type: none"> • Communication (e.g. email, website, blog, etc.) • Collaboration log/notes • Pre/post observation conferences • Staff perception data • Lesson Plans • Various artifact (e.g. photos, etc.) 	<p>Examples may include</p> <ul style="list-style-type: none"> • Calendar shows use of library/library resources by multiple classes/content areas • Schedule reflects collaborative teaching is taking place • Library is available (as staffing allows) for extracurricular activities and/or meetings • Provides resources for classroom use • Provides opportunities for staff and students to schedule groups and classes into the library consistently to make full use of the facility as scheduling/staffing allow 	<p>Teacher-Librarian actively provides opportunities to schedule and/or facilitate consistent and equitable use of the library to ensure all content areas and grade levels have the opportunity to access library materials, information literacy instruction and/or activities</p>	<p>Teacher-Librarian regularly schedules and/or facilitates consistent and equitable use of the library for information literacy instruction and/or activities</p>	<p>Teacher-Librarian sporadically schedules and/or facilitates the consistent and equitable use of the library for information literacy instruction and/or activities. Access to the library may be limited to select subjects/content areas or grade levels</p>	<p>Teacher-Librarian makes little or no attempt to schedule and/or facilitate the consistent and equitable use of the library for information literacy instruction and/or activities. Access to the library may be limited to select subjects/content areas or grade levels</p>

**STANDARD 3
Program Planning and Management**

Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian advocates for and promotes the library program initiatives and services that support instruction throughout the school community</p> <p>National Standards American Association of School Librarians Standards: AASL 2.6.e AASL 2.7.g AASL 2.7.k AASL 2.7.l AASL 3.1.b</p>	<ul style="list-style-type: none"> • Direct observation • One item from confirmatory evidence sources 	<ul style="list-style-type: none"> • Communication documentation • Presentations/handouts/agendas • Brochure • Pre/post observation conference • Variety of artifacts (e.g. photos, flyers, etc.) 	<ul style="list-style-type: none"> • Examples may include: • Writes articles for family newsletters/communication, emails to staff • Presentations and participation in department and staff meetings • Maintains online presence (e.g. website, blog, social media etc.) • Creates a library brochure • Participates in school community/district/state/national library initiatives (e.g. Nevada Reading week, reading nights, Teen Read Week, School Library Month etc.) 	<p>Teacher-Librarian actively advocates for and promotes the library program initiatives and services that support instruction throughout the school community</p>	<p>Teacher-Librarian regularly advocates for and promotes the library program initiatives and services that support instruction throughout the school community</p>	<p>Teacher-Librarian inconsistently advocates for and promotes the library program initiatives and services that support instruction throughout the school community</p>	<p>Teacher-Librarian makes little or no attempt to advocate for and promote the library program initiatives and services that support instruction throughout the school community</p>

STANDARD 3 Program Planning and Management							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian develops and implements a plan for the continuous improvement of the library program that includes utilization of available funds to support the learning goals of the school community</p> <p>National Standards American Association of School Librarians Standards: AASL 2.1.a AASL2.1.b AASL2.1.c AASL 2.1.d AASL 2.1.e AASL 2.1.h AASL2.4.e AASL 2.4.f</p>	<ul style="list-style-type: none"> Library Program Plan Direct observation <p>OR One item from confirmatory evidences sources</p>	<ul style="list-style-type: none"> Budget Collection development plan Library vision statement Pre/post observation conferences 	<ul style="list-style-type: none"> Library Program Plan may include: Budget for funding sources (grants, district allocations, student generated funds, donations, etc.) Set budget priorities Library mission and vision statement are tied to the school (and district) mission and vision statements Develop short and long term library improvement goals Create a timeline to guide the ongoing evaluation of the library program Manages available funds to support library program, and school goals collaborates with school community to develop the plan 	<p>Teacher-Librarian engages a broad-range of stakeholders in the development and consistent implementation of a plan for the continuous improvement of the library program that includes utilization of available funds to support the learning goals of the school community</p>	<p>Teacher-Librarian develops and regularly implements a plan for the continuous improvement of the library program that includes utilization of available funds to support the learning goals of the school community</p>	<p>Teacher-Librarian develops and inadequately implements a plan for the continuous improvement of the library program that includes utilization of available funds to support the learning goals of the school community</p>	<p>Teacher-Librarian makes little or no attempt to develop and/or implement a plan for the continuous improvement of the library program that includes utilization of available funds to support the learning goals of the school community</p>

STANDARD 3 Program Planning and Management							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/ Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 4 Teacher Librarian implements and facilitates the use of technology to support instruction throughout the school community</p> <p>National Standards American Association of School Librarians Standards: AASL 1.3.b AASL 1.3.c AASL 2.3.g AASL 2.3.e AASL 2.6.f AASL 3.1.i</p>	<ul style="list-style-type: none"> • Direct observation • One item from confirmatory evidence sources 	<ul style="list-style-type: none"> • Newsletters • Video tutorials • Print materials • Blog posts • Library website • Lesson plan • Professional development agenda/materials • Various artifacts (video, photos etc.) • Pre/post conferences 	<p>Informs and assists staff/students in the use of technology sources such as:</p> <ul style="list-style-type: none"> • Online library catalog instruction • Web tools and resources • Statewide databases • Public library resources • Available hardware/devices • Software • Digital citizenship 	<p>Teacher-librarian takes a leadership role in implementing and facilitating the use of technology to support instruction throughout the school community</p>	<p>Teacher-Librarian consistently implements and facilitates the use of technology to support instruction throughout school community</p>	<p>Teacher-Librarian inconsistently implements and facilitates the use of technology to support instruction throughout school community</p>	<p>Teacher-Librarian makes little or no attempt to implement and facilitate the use of technology to support instruction throughout school community</p>

STANDARD 4 School Community and Family Engagement							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian welcomes parents/guardians and students to become more active members of the school community, and encourages parents/guardians to come into library/classroom as volunteers or experts and attend school events</p> <p>National Standards American Association of School Librarians Standards: AASL 1.1.b AASL 1.1.d AASL 2.1.b AASL 2.7.a AASL 2.7.b AASL 2.7.d AASL 2.7.f</p>	<ul style="list-style-type: none"> • Direct observation • One item from confirmatory evidence sources 	<ul style="list-style-type: none"> • Notes/communication • Pre/post conferences • Parent/family/student feedback • Library Calendar 	<ul style="list-style-type: none"> • Encourages school community groups to meet in the library and provides supplementary/complimentary information and resources • Participates in school-wide family events (e.g. book fairs/open house/family nights) • Writes newsletters/articles in the school paper • Uses a variety of communication modes to effectively communicate with a diverse student population 	<p>Teacher-Librarian welcomes parents/guardians and students to become more active members of the school community, and actively seeks out parents/guardians to come into the classroom/library as volunteers or experts and attend school events</p>	<p>Teacher-Librarian welcomes parents/guardians and students to become more active members of the school community, and encourages parents/guardians to come into LIBRARY/ Classroom as volunteers or experts and attend school events.</p>	<p>Teacher-Librarian welcomes parents/guardians and students to become more active members of the school community, and sporadically encourages parents/guardians to come into classrooms as volunteers or experts and attend school events</p>	<p>Teacher-Librarian welcomes parents/guardians and students to become more active members of the school community, and rarely encourages parents/guardians to come into classrooms as volunteers or experts and attend school events</p>

STANDARD 4 School Community and Family Engagement							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian models respect, courtesy, and integrity in his/her interaction with school community</p> <p>National Standards American Association of School Librarians Standards: AASL 2.7.d AASL 3.1.c AASL 3.1.f</p>	<ul style="list-style-type: none"> • Direct observation • One item from confirmatory evidences sources 	<ul style="list-style-type: none"> • Notes/communication • Pre/post conferences • Family/community feedback 	<ul style="list-style-type: none"> • Demonstrates the highest standards of professional behavior, exercises professional judgement, and acts in a courteous and sensitive manner when interacting with students, parents or guardians, staff and the community 	<p>Teacher-librarian demonstrates and models the highest level of respect and integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The teacher-Librarian takes an active role in ensuring that students and staff treat others with integrity.</p>	<p>Teacher-librarian demonstrates and models a high level of respect and integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community.</p>	<p>Teacher-librarian demonstrates a minimal level of respect and integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community.</p>	<p>Teacher-Librarian demonstrates little or no attempt to show respect and integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community.</p>

STANDARD 4 School Community and Family Engagement							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian fosters the success of all students by communicating and collaborating effectively with the school community in ways that enhance student learning</p> <p>National Standards</p> <p>American Association of School Librarians Standards: AASL 1.1.a AASL 1.1.b AASL 1.1.c AASL 1.1.d AASL 1.2.f AASL 1.2.h AASL 3.1.a AASL 3.1.b AASL 3.1.d</p>	<ul style="list-style-type: none"> • Direct observation • One item from confirmatory evidence sources 	<ul style="list-style-type: none"> • Communication documentation • Pre/post conferences • Various artifacts (webpages, photos etc.) • Parent/student/family feedback 	<ul style="list-style-type: none"> • Participates in school wide family engagement • Regularly publishes a library column in the school newsletter/ student paper • Maintains an online presence to communicate with the school community to promote library • Share best practices and research 	Teacher-Librarian consistently fosters the success of all students by communicating and collaborating effectively with the school community in ways that enhance student learning	Teacher-Librarian fosters the success of all students by communicating and collaborating effectively with the school community in ways that enhance student learning	Teacher-Librarian sporadically fosters the success of all students by communicating and collaborating effectively with the school community in ways that enhance student learning	Teacher-Librarian makes little or no effort to foster the success of all students by communicating and collaborating effectively with the school community in ways that enhance student learning

STANDARD 5 Professionalism and Growth							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 1 Teacher-Librarian pursues aligned professional learning opportunities to support improved instructional practice</p> <p>National Standards American Association of School Librarians Standards: AASL 2.8.a AASL 2.8.c AASL 2.8.d AASL 2.8.e AASL 2.8.f</p>	<ul style="list-style-type: none"> Two items from confirmatory evidences sources 	<ul style="list-style-type: none"> Teacher-Librarian notes Pre/post conferences Professional growth plan Transcripts Class syllabi Conference agendas Direct observation 	<ul style="list-style-type: none"> Applies research, knowledge, and skills from professional development opportunities to improve practice Shares current educational research and best practices with colleagues 	<p>Teacher-Librarian facilitates school- and/or district-level professional learning across the school community in order to improve instructional practices, and seeks out and participates in a variety of professional learning opportunities, applying them in the classroom/library</p>	<p>Teacher-Librarian seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom.</p>	<p>Teacher-Librarian participates in required professional learning opportunities to improve instructional performance but shows minimal evidence of applying those professional learning experiences in the classroom/library.</p>	<p>Teacher-librarian minimally participates in professional learning opportunities, rarely appears actively engaged during professional learning, and rarely applies learning experiences in the classroom/library</p>

STANDARD 5 Professionalism and Growth							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 2 Teacher-Librarian seeks out feedback from the school community, and uses a variety of data to self-reflect on his or her practice</p> <p>National Standards American Association of School Librarians Standards: AASL 1.1.a AASL 1.1.c AASL 1.1.d AASL 2.1.d AASL 2.1.e AASL 2.1.f AASL 2.7.k AASL 2.6.h</p>	<ul style="list-style-type: none"> Two items from confirmatory evidence sources 	<ul style="list-style-type: none"> Feedback from parents, students and colleagues Teacher-Librarian notes Library reports Library plan Pre/post conferences 	<ul style="list-style-type: none"> Consults with library committee/colleagues/focus group etc. Reviews survey results and other data to improve practice Reflects on practice Evaluates library program (circulation reports, surveys, etc.) Read latest library research and professional journals Attends professional development related to library programming Revises library plan 	<p>Teacher-librarian is highly self-reflective, frequently seeking feedback from instructional leaders and colleagues, using multiple data points to assess the effectiveness of instruction, and modifying instruction based on those data. The teacher models self-reflection for colleagues and facilitates group reflective activities using multiple data sources, with colleagues.</p>	<p>Teacher-Librarian is adequately self-reflecting, obtaining feedback from instructional leaders and/or colleagues (might want to add to this section), and using those data to assess and modify instruction.</p>	<p>Teacher-librarian is inadequately self-reflective, seeking feedback from instructional leaders and/or colleagues, but not using the data to modify instruction in the way the data represents</p>	<p>Teacher-librarian is rarely self-reflective. The teacher does not or rarely seeks out or uses feedback from instructional leaders or colleagues to modify instruction.</p>

STANDARD 5 Professionalism and Growth							
Indicators				Performance Levels			
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	Level 4	Level 3	Level 2	Level 1
<p>Indicator 3 Teacher-Librarian follows policies, regulations, and procedures specific to role and responsibilities</p> <p>National Standards American Association of School Librarians Standards: N/A</p>	<ul style="list-style-type: none"> • Direct observation • One item from confirmatory evidence sources 	<ul style="list-style-type: none"> • Library reports • Pre/post conferences • Teacher-Librarian notes • Teacher-Librarian files 	<ul style="list-style-type: none"> • Possesses a thorough knowledge of and complies with all district/school policies, regulations, and procedures specific to his or her role and responsibilities in both teaching and extracurricular involvements 	<p>Teacher takes a leadership role in developing and/or enacting school- and district-level policy, regulations, and procedures, and follows all policies, regulations, and procedures specific to his or her role and responsibilities.</p>	<p>Teacher-Librarian follows all policies, regulations, and procedures specific to his or her role and responsibilities</p>	<p>Teacher-Librarian follows most policies, regulations, and procedures specific to his or her role and responsibilities.</p>	<p>Teacher-Librarian demonstrates little effort to follow policies, regulations, and/or procedures related to his or her role and responsibilities.</p>