

DRAFT – TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1 New Learning is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment is Integrated into Instruction
<p>Indicator 1 Teacher-Librarian independently and/or collaboratively activates all students' initial understandings of new concepts and skills</p>	<p>Indicator 1 Teacher-Librarian independently and/or collaboratively provides tasks purposefully employ all students' cognitive abilities and skills</p>	<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>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>Indicator 1 Teacher-Librarian independently and/or collaboratively plans on-going learning opportunities based on evidence of all students' current learning status</p>
<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>Indicator 2 Teacher-Librarian independently and/or collaboratively provides tasks place appropriate demands on each student</p>	<p>Indicator 2 Teacher-Librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representations</p>	<p>Indicator 2 Teacher-Librarian independently and/or collaboratively structures opportunities for self-monitored learning for all students</p>	<p>Indicator 2 Teacher-Librarian independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria</p>
<p>Indicator 3 Teacher-Librarian independently and/or collaboratively makes clear the purpose and relevance of new learning for all students</p>	<p>Indicator 3 Teacher-Librarian independently and/or collaboratively provides tasks progressively develop all students' cognitive abilities and skills</p>	<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>Indicator 3 Teacher-Librarian independently and/or collaboratively supports all students to take actions based on the students' own self-monitoring processes</p>	<p>Indicator 3 Teacher-Librarian independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson of all students</p>
<p>Indicator 4 Teacher-Librarian independently and/or collaboratively provides all students opportunities to build on or challenge initial understandings</p>	<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>Indicator 4 Teacher-Librarian structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>		<p>Indicator 4 Teacher-Librarian adapts actions based on evidence generated in the lesson for all students</p>