

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 Collection and Information Access	STANDARD 2 Library Environment	STANDARD 3 Program Planning and Management	STANDARD 4 School Community and Family Engagement	STANDARD 5 Professionalism and Growth
<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>Indicator 1 Teacher-Librarian organizes physical space to enable ease of use</p>	<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>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. (from NEPF teacher rubric P.R. standard 4.2)</p>	<p>Indicator 1 Teacher-Librarian pursues aligned professional learning opportunities to support improved instructional practice (NEPF P.R. 2.2)</p>
<p>Indicator 2 Teacher-Librarian uses 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>	<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>Indicator 2 Teacher-Librarian advocates for and promotes the library program initiatives and services that support instruction throughout the school community</p>	<p>Indicator 2 Teacher-Librarian models respect, courtesy, and integrity in his/her interaction with school community</p>	<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 (NEPF St 2.1-modified)</p>
<p>Indicator 3 Teacher-Librarian 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>Indicator 3 Teacher-Librarian creates and maintains a welcoming, attractive, and supportive library environment</p>	<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>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>Indicator 3 Teacher-Librarian follows policies, regulations, and procedures specific to role and responsibilities (NEPF P.R. 3.3)</p>
		<p>Indicator 4 Teacher Librarian implements and facilitates the use of technology to support instruction throughout the school community</p>		

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1: COLLECTION AND INFORMATION ACCESS – INDICATORS				
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
<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>	<ul style="list-style-type: none"> • Selection policy • Direct observation OR One additional item from confirmatory evidence sources 	<ul style="list-style-type: none"> • Selection Policy • Collection analysis document • Assessment scores • Collection decisions aligned with content area standards 	<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 	<ul style="list-style-type: none"> • 1.2.a acquires and promotes current, high quality, high-interest collections of books and other reading resources in multiple formats • 2.5.e develops and implements board-approved collection development policies, including those for selection and purchasing • 2.6.c conducts regular weeding to ensure that the library collection is up to date • 2.6.d ensures the collection is centralized and decentralized as needed to support classroom activities and other learning initiatives in the school
<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>	<ul style="list-style-type: none"> • Student and/or staff perception data • Direct observation OR One additional item from confirmatory evidence sources 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 1.2.a acquires and promotes current, high quality, high-interest collections of books and other reading resources in multiple formats • 2.5.d seeks input from appropriate members of the school community when developing policies • 2.6.b tracks inventory in the school library, taking advantage of up-to-date automation systems and keeping current with software releases and training • 2.6.g collaborates with the teaching staff to develop an up-to-date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading abilities, and information needs • 2.6.h regularly seeks input from students through such tools as surveys and suggestion boxes to determine students' reading interests and motivations

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

<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</p>	<ul style="list-style-type: none"> • Collection Analysis • Direct Observation OR One additional item from confirmatory evidence sources 		<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 	<ul style="list-style-type: none"> • 2.6.g collaborates with the teaching staff to develop an up-to-date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading abilities, and information needs • 2.6.h regularly seeks input from students through such tools as surveys and suggestion boxes to determine students' reading interests and motivations
---	---	--	---	---

DRAFT

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1: COLLECTION AND INFORMATION ACCESS – PERFORMANCE LEVELS		
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.	Indicator 2 Teacher-Librarian uses 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.	Indicator 3 Teacher-Librarian 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.
Level 4 Teacher-librarian fully implements a selection policy in which print and digital learning resources are selected/deselected base on their ability to support instructional goals, curriculum standards, interests, and needs of the students and school community.	Level 4 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.	Level 4 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
Level 3 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.	Level 3 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.	Level 3 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
Level 2 Teacher-Librarian to minimally 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.	Level 2 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.	Level 2 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
Level 1 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.	Level 1 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.	Level 1 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

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 2: LIBRARY ENVIRONMENT – INDICATORS				
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
<p>Indicator 1 Teacher-Librarian organizes physical space to enable ease of use</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 	<ul style="list-style-type: none"> • 2.3.b creates a friendly, comfortable, well-lit, aesthetically pleasing, and ergonomic space that is centrally located and well integrated with the rest of the school • 2.3.c provides sufficient and appropriate shelving and storage of resources • 2.3.d ensures that technology and telecommunications infrastructure is adequate to support teaching and learning • 2.3.e provides space and seating that enhance and encourage technology use, leisure reading and browsing, and use of materials in all formats • 2.3.i designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes • 3.1.f creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff
<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>		<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 ACCOMODATE READING, RESEARCH AND PRODUCTION ACTIVITIES • CULTURE OF LEARNING, 	<ul style="list-style-type: none"> • 1.2.c creates an environment where independent reading is valued, promoted, and encouraged. • 1.2.e motivates learners to read fiction and nonfiction through reading aloud, book talking, displays, exposure to authors, and other means • 1.2.g models reading strategies in formal and informal instruction • 2.3.e provides space and seating that enhance and encourage technology use, leisure reading and browsing, and use of materials in all formats. • 2.3.h creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff • 2.3.i designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes • 2.6.e promotes alternative reading options through reading lists, bibliographies, and 	

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

			<p>INVESTIGATION AND LOVE OF LITERATURE</p> <ul style="list-style-type: none"> • ENABLES INDEPENDENT USE OF LIBRARY 	<p>weblibliographies that include periodicals, bestseller lists, graphic novels, books, and websites in multiple languages</p>
<p>Indicator 3 Teacher-Librarian creates and maintains a welcoming, attractive, and supportive library environment</p>			<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 AND CARING AND SENSITIVITY TO STUDENTS' LEARNING NEEDS, CULTURES AND LEVELS OF DEVELOPMENT, BOOK DISPLAYS ARE ATTRACTIVE AND INVITING 	<ul style="list-style-type: none"> • 2.3.b creates a friendly, comfortable, well-lit, aesthetically pleasing, and ergonomic space that is centrally located and well integrated with the rest of the school. • 2.3.h creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff. • 2.3.i designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes.

DRAFT

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 2: LIBRARY ENVIRONMENT – PERFORMANCE LEVELS		
Indicator 1 Teacher-Librarian organizes physical space to enable ease of use	Indicator 2 Teacher-Librarian fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually	Indicator 3 Teacher-Librarian creates and maintains a welcoming, attractive, and supportive library environment
Level 4 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. (ADAPTED THIS FROM INDIANA)	Level 4 TEACHER-LIBRARIAN ACTIVELY FOSTERS AN ENVIRONMENT THAT PROMOTES READING, LEARNING, AND ENCOURAGES THE SCHOOL COMMUNITY TO WORK INDEPENDENTLY, COLLABORATIVELY, AND/OR VIRTUALLY	Level 4 TEACHER-LIBRARIAN CONSISTENTLY CREATES AND MAINTAINS A WELCOMING, ATTRACTIVE, AND SUPPORTIVE LIBRARY ENVIRONMENT
Level 3 Teacher-Librarian sufficiently organizes physical space to enable ease of use	Level 3 Teacher-Librarian sufficiently fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually	Level 3 Teacher-Librarian sufficiently creates and maintains a welcoming, attractive, and supportive library environment
Level 2 TEACHER-LIBRARIAN INADEQUATELY ORGANIZES PHYSICAL SPACE TO ENABLE EASE OF USE	Level 2 TEACHER-LIBRARIAN SPORADICALLY FOSTERS AN ENVIRONMENT THAT PROMOTES READING, LEARNING, AND ENCOURAGES THE SCHOOL COMMUNITY TO WORK INDEPENDENTLY, COLLABORATIVELY, AND/OR VIRTUALLY	Level 2 TEACHER-LIBRARIAN INCONSISTENTLY CREATES AND MAINTAINS A WELCOMING, ATTRACTIVE, AND SUPPORTIVE LIBRARY ENVIRONMENT
Level 1 TEACHER-LIBRARIAN MAKES LITTLE OR NOT ATTEMPT TO ORGANIZE PHYSICAL SPACE TO ENABLE EASE OF USE, SIGNAGE IS LIMITED OR NOT EXISTENT AND/OR SPACE IS NOT ADA COMPLIANT	Level 1 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	Level 1 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

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 3: PROGRAM PLANNING AND MANAGEMENT – INDICATORS				
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
<p>Indicator 1 Teacher-Librarian schedules and/or facilitates consistent and equitable use of the library for information literacy instruction and/or activities</p>	<ul style="list-style-type: none"> • Calendar/schedule • Direct observation OR One item from confirmatory evidence sources 	<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 • PROVIDED 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 	<ul style="list-style-type: none"> • 2.3.a ensures that library hours provide optimum access for learners and other members of the school community. • 2.3.f promotes flexible scheduling of the school library facility to allow for efficient and timely integration of resources into the curriculum.
<p>Indicator 2 Teacher-Librarian advocates for and promotes the library program initiatives and services that support instruction throughout the school community</p>	<ul style="list-style-type: none"> • Direct observation AND • 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.) 	<p>Examples may include:</p> <ul style="list-style-type: none"> • 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.) • Create a library brochure • Participate in school community/district/state/national library initiatives (e.g. Nevada Reading week, 	<ul style="list-style-type: none"> • 2.6.e promotes alternative reading options through reading lists, bibliographies, and webliographies that include periodicals, bestseller lists, graphic novels, books, and websites in multiple languages. • 2.7.g offers to provide informational programs for community special-interest and service groups. • 2.7.k analyzes stakeholder goals and issues for potential alignment with library activities and resources, and builds promotional efforts around them. • 2.7.l writes articles and regular reports giving concrete evidence of what the library does to prepare learners to be successful in the 21st century. • 3.1.b shares expertise by presenting information at faculty meetings, parent meetings, and school board

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

			reading nights, Teen Read Week, School Library Month etc.)	meetings.
<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>	<ul style="list-style-type: none"> Library Program Plan Direct observation <p>OR</p> <ul style="list-style-type: none"> One item from confirmatory evidences sources 	<ul style="list-style-type: none"> Budget Collection development plan Library vision statement Pre/post observation conferences 	<p>Library Program Plan may include:</p> <ul style="list-style-type: none"> 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 SCHOOL PRIORITIES AND LIBRARY PROGRAM GOALS AND OBJECTIVES COLLABORATES WITH SCHOOL COMMUNITY TO DEVELOP THE PLAN 	<ul style="list-style-type: none"> 2.1.a Uses strategic planning for the continuous improvement of the program. 2.1.b develops, with input from the school community, mission statements and goals for the school library program that support the mission, goals and objectives of the school. 2.1.c writes objectives for each goal that include steps to be taken to attain the goal, a timeline, and a method of determining if the objective was attained. 2.1.d conducts ongoing evaluation that creates the data needed for strategically planning comprehensive and collaborative long-range goals for program improvement. 2.1.e uses evidence of practice, particularly in terms of learning outcomes, to support program goals and planning 2.1.h generates evidence in practice that demonstrates the efficacy and relevance of the school library instructional program. 2.4.e allocates funding through strategic planning to support priorities and make steady progress to attain outlined goals and objectives. 2.4.f creates budget rationales and priorities using evidence from strategic planning.
<p>Indicator 4 Teacher Librarian implements and facilitates the use of technology to support instruction throughout the school community</p>	<ul style="list-style-type: none"> Direct observation <p>AND</p> <ul style="list-style-type: none"> 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 	<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 	<ul style="list-style-type: none"> 1.3.b stays abreast of emerging technologies and formats 1.3.c integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning 2.3.g designs and maintains a library website that provides 24-7 access to digital information resources, instructional interventions, reference services, links to other libraries, information for parents, and exhibits of exemplary student work. 2.3.e provides space and seating that enhance and

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

		(video, photos etc.) <ul style="list-style-type: none">• Pre/post conferences	<ul style="list-style-type: none">• Digital citizenship	encourage technology use, leisure reading and browsing, and use of materials in all formats <ul style="list-style-type: none">• 2.6.f links the digital library to local, regional, or state online networks, connecting with other public or academic libraries to take advantage of available virtual resources to support the school curriculum• 3.1.i is an early adopter of changes in current educational and technology trends
--	--	---	---	--

DRAFT

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 3: PROGRAM PLANNING AND MANAGEMENT – PERFORMANCE LEVELS			
Indicator 1	Indicator 2	Indicator 3	Indicator 4
Teacher-Librarian schedules and/or facilitates consistent and equitable use of the library for information literacy instruction and/or activities	Teacher-Librarian advocates for and promotes the library program initiatives and services that support instruction throughout the school community	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	Teacher-Librarian implements and facilitates the use of technology to support instruction throughout the school community
Level 4 TEACHER-LIBRARIAN REGULARLY SCHEDULES AND/OR FACILITATES 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	Level 4 TEACHER-LIBRARIAN ACTIVELY ADVOCATES FOR AND PROMOTES THE LIBRARY PROGRAM INITIATIVES AND SERVICES THAT SUPPORT INSTRUCTION THROUGHOUT THE SCHOOL COMMUNITY	Level 4 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	Level 4 TEACHER-LIBRARIAN TAKES A LEADERSHIP ROLE IN IMPLEMENTING AND FACILITATING THE USE OF TECHNOLOGY TO SUPPORT INSTRUCTION THROUGHOUT THE SCHOOL COMMUNITY
Level 3 Teacher-Librarian regularly schedules and/or facilitates consistent and equitable use of the library for information literacy instruction and/or activities	Level 3 Teacher-Librarian regularly advocates for and promotes the library program initiatives and services that support instruction throughout the school community	Level 3 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	Level 3 TEACHER-LIBRARIAN CONSISTENTLY IMPLEMENTS AND FACILITATES THE USE OF TECHNOLOGY TO SUPPORT INSTRUCTION THROUGHOUT THE SCHOOL COMMUNITY
Level 2 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	Level 2 TEACHER-LIBRARIAN INCONSISTENTLY ADVOCATES FOR AND PROMOTES THE LIBRARY PROGRAM INITIATIVES AND SERVICES THAT SUPPORT INSTRUCTION THROUGHOUT THE SCHOOL COMMUNITY	Level 2 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	Level 2 TEACHER-LIBRARIAN INCONSISTENTLY IMPLEMENTS AND FACILITATES THE USE OF TECHNOLOGY TO SUPPORT INSTRUCTION THROUGHOUT THE SCHOOL COMMUNITY

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

<p>Level 1 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>	<p>Level 1 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>	<p>Level 1 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>	<p>Level 1 TEACHER-LIBRARIAN MAKES LITTLE OR NO ATTEMPT TO IMPLEMENT AND FACILITATE THE USE OF TECHNOLOGY TO SUPPORT INSTRUCTION THROUGHOUT THE SCHOOL COMMUNITY</p>
---	---	---	--

DRAFT

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 4: SCHOOL COMMUNITY AND FAMILY ENGAGEMENT – INDICATORS				
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
<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. (from NEPF teacher rubric P.R. standard 4.2)</p>	<ul style="list-style-type: none"> • Direct observation AND • One item from confirmatory evidences 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 	<ul style="list-style-type: none"> • 1.1.b Collaborates with an extended team that includes parents, members of the community, museums, academic and public libraries, municipal services, private organizations, and commercial entities to include their expertise and assistance in inquiry lessons and units. • 1.1.d Seeks input from students on the learning process. • 2.1.b develops, with input from the school community, mission statements and goals for the school library program that support the mission, goals, and objectives of the school • 2.7.a forms a “Friends of the School Library” program • 2.7.b encourages parents and community members to support learners by volunteering in the library • 2.7.d encourages visits to and use of the library by parents, administrators, elected officials, and other stakeholders • 2.7.f communicates to stakeholders through the library website, parent newsletters, e-mail, and other formats
<p>Indicator 2 Teacher-Librarian models respect, courtesy, and integrity in his/her interaction with school community</p>	<ul style="list-style-type: none"> • Direct observation AND • 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 	<ul style="list-style-type: none"> • 2.7.d encourages visits to and use of the library by parents, administrators, elected officials, and other stakeholders • 3.1.c fosters an atmosphere of respect and rapport between the school librarian and all members of the learning community to encourage student learning and to promote teacher enthusiasm and participation • 3.1.f creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff
<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>	<ul style="list-style-type: none"> • Direct observation AND • One item from confirmatory evidence sources 	<ul style="list-style-type: none"> • Communication documentation • Pre/post conferences • Various artifacts (webpages, photos etc.) • Parent/student/fa 	<ul style="list-style-type: none"> • Participates in schoolwide 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 	<ul style="list-style-type: none"> 1.1.a Collaborates with a core team of classroom teachers and specialists to design, implement, and evaluate inquiry lessons and units. 1.1.b Collaborates with an extended team that includes parents, members of the community, museums, academic and public libraries, municipal services, private organizations, and commercial entities to include their expertise and assistance in inquiry lessons and units. 1.1.c Works with administrators to actively promote, support, and implement collaboration. 1.1.d Seeks input from students on the learning process.

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

		mily feedback	research	<p>1.2.f Creates opportunities to involve caregivers, parents and other family members in reading.</p> <p>1.2.h collaborates with teachers and other specialists to integrate reading strategies into lessons and units of instruction</p> <p>3.1.a Shares knowledge about libraries and learning by publishing articles in the school newsletter or other community news sources</p> <p>3.1.b shares expertise by presenting information at faculty meetings, parent meetings, and school board meetings</p> <p>3.1.d Fosters an atmosphere of respect and rapport between the school librarian and all members of the learning community to encourage student learning and to promote teacher enthusiasm and participation</p>
--	--	---------------	----------	--

DRAFT

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 4: SCHOOL COMMUNITY AND FAMILY ENGAGEMENT – PERFORMANCE LEVELS		
Indicator 1 Teacher-Librarian values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning. (adapted from NEPF P.R. 4.2)	Indicator 2 Teacher-Librarian models respect, courtesy, and integrity in his/her interaction with school community (adapted from NEPF Standard P.R. 3.2)	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>Level 4 TEACHER-LIBRARIAN WELCOMES PARENTS/GUARDIANS AND STUDENTS TO BECOME MORE ACTIVE MEMBERS OF THE SCHOOL COMMUNITY, AND ACTIVELY ENCOURAGES PARENTS/GUARDIANS TO COME INTO THE CLASSROOM/LIBRARY AS VOLUNTEERS OR EXPERTS AND ATTEND SCHOOL EVENTS</p>	<p>Level 4 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 TAKES AN ACTIVE ROLE IN ENSURING THAT STUDENTS AND STAFF TREAT OTHERS WITH INTEGRITY.</p>	<p>Level 4 TEACHER-LIBRARIAN CONSISTENTLY FOSTERS THE SUCCESS OF ALL STUDENTS BY COMMUNICATING AND COLLABORATING EFFECTIVELY WITH THE SCHOOL COMMUNITY IN WAYS THAT ENHANCE STUDENT LEARNING</p>
<p>Level 3 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. (from NEPF teacher rubric P.R. standard 4.2)</p>	<p>Level 3 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>Level 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>Level 2 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>Level 2 TEACHER-LIBRARIAN DEMONSTRATES A MINIMAL LEVEL OF RESPECT AND INTEGRITY (E.G. ETHICAL STANDARDS OF THE PROFESSION) WITH STUDENTS, FAMILIES, COLLEAGUES, AND THE COMMUNITY, SUCH THAT THE TEACHER BEHAVIORS MINIMALLY MATCH ETHICS OF THE PROFESSION.</p>	<p>Level 2 TEACHER-LIBRARIAN SPORADICALLY FOSTERS THE SUCCESS OF ALL STUDENTS BY COMMUNICATING AND COLLABORATING EFFECTIVELY WITH THE SCHOOL COMMUNITY IN WAYS THAT ENHANCE STUDENT LEARNING</p>
<p>Level 1 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>	<p>Level 1 TEACHER-LIBRARIAN DEMONSTRATES LITTLE RESPECT AND INTEGRITY (E.G. ETHICAL STANDARDS OF THE PROFESSION) WITH STUDENTS, FAMILIES, COLLEAGUES, AND THE COMMUNITY.</p>	<p>Level 1 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</p>

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 5: PROFESSIONALISM AND GROWTH – INDICATORS				
What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
<p>Indicator 1 Teacher-Librarian pursues aligned professional learning opportunities to support improved instructional practice (NEPF P.R. 2.2)</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 	<ul style="list-style-type: none"> 2.8.a reads research relevant to school libraries, student learning, and new developments in the educational field. 2.8.c takes advantage of professional development opportunities and shares new learning with the school administration and faculty. 2.8.d participates in and provides professional development to sustain and to develop knowledge and skills. 2.8.e seeks opportunities to teach new skills to the faculty and staff, whether in a classroom setting or one-on-one instruction. 2.8.f participates in local, regional, state, and national educational conferences as a learner and as a teacher
<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 (NEPF St 2.1-modified)</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 	<ul style="list-style-type: none"> 1.1.a collaborates with a core team of classroom teachers and specialists to design, implement, and evaluate inquiry lessons and units 1.1.c works with administrators to actively promote, support, and implement collaboration 1.1.d seeks input from students on the learning process 2.1.d conducts ongoing evaluation that creates the data needed for strategically planning comprehensive and collaborative long-range goals for program improvement 2.1.e uses evidence of practice, particularly in terms of learning outcomes, to support program goals and planning 2.1.f uses action research, a tool of evidence-based practice, to provide methods for collection of evidence and input from users through interviews, surveys, observations, journaling, focus groups, content analysis, and statistics 2.7.k analyzes stakeholder school wide

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

				<p>goals and issues for potential alignment with library activities and resources, and builds promotional efforts around them</p> <ul style="list-style-type: none"> • 2.6.h regularly seeks input from students through such tools as surveys and suggestion boxes to determine students' reading interests and motivations
<p>Indicator 3 Teacher-Librarian follows policies, regulations, and procedures specific to role and responsibilities (NEPF P.R. 3.3)</p>	<ul style="list-style-type: none"> • Direct observation AND • 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 	

DRAFT

DRAFT-TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 5: PROFESSIONALISM AND GROWTH – PERFORMANCE LEVELS		
Indicator 1 Teacher-Librarian pursues aligned professional learning opportunities to support improved instructional practice (NEPF P.R. 2.2)	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 (NEPF St 2.1-modified)	Indicator 3 Teacher-Librarian follows policies, regulations, and procedures specific to role and responsibilities (NEPF P.R. 3.3)
<p>Level 4 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>Level 4 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>Level 4 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>Level 3 Teacher-Librarian seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom. (from NEPF PR rubric 2.2)-</p>	<p>Level 3 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. (from NEPF PR 2.1)</p>	<p>Level 3 Teacher-Librarian follows all policies, regulations, and procedures specific to his or her role and responsibilities. (from NEPF PR 3.3)</p>
<p>Level 2 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>Level 2 TEACHER-LIBRARIN 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>Level 2 TEACHER-LIBRARIAN FOLLOWS MOST POLICIES, REGULATIONS, AND PROCEDURES SPECIFIC TO HIS OR HER ROLE AND RESPONSIBILITIES.</p>
<p>Level 1 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>	<p>Level 1 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>	<p>Level 1 TEACHER-LIBRARIAN DEMONSTRATES LITTLE EFFORT TO FOLLOW POLICIES, REGULATIONS, AND/OR PROCEDURES RELATED TO HIS OR HER ROLE AND RESPONSIBILITIES</p>