

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 independently and/or collaboratively 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.</p>	<p>Indicator 1 Teacher-Librarian pursues aligned professional learning opportunities to support improved instructional practice.</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.</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.</p>
		<p>Indicator 4 Teacher Librarian implements and facilitates the use of technology to support instruction throughout the 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 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 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/com 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.) 	Teacher-Librarian actively advocates for and promotes the library program initiatives and services that support instruction throughout the school community	Teacher-Librarian regularly advocates for and promotes the library program initiatives and services that support instruction throughout the school community	Teacher-Librarian inconsistently advocates for and promotes the library program initiatives and services that support instruction throughout the school community	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

**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 AASL1.1.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 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 	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	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.	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	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

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 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
Indicator 1 Teacher-Librarian pursues aligned professional learning opportunities to support improved instructional practice 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	<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 	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	Teacher-Librarian seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom.	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.	Teacher-librarian minimally participates in professional learning opportunities, rarely appears actively engaged during professional learning, and rarely applies learning experiences in the classroom/library

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 	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.	Teacher-Librarian follows all policies, regulations, and procedures specific to his or her role and responsibilities	Teacher-Librarian follows most policies, regulations, and procedures specific to his or her role and responsibilities.	Teacher-Librarian demonstrates little effort to follow policies, regulations, and/or procedures related to his or her role and responsibilities.