

## Standard 1: Learner Development

The teacher-librarian understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>1.1 Demonstrates an understanding of how children/adolescents learn and develop.</b>	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates knowledge of student patterns of learning and development.	Demonstrates thorough knowledge of student patterns of learning and development.	Is a resource for colleagues in understanding and interpreting student patterns of learning and development.
<b>1.2 Designs and implements developmentally appropriate instruction.</b>	Implements activities and assignments that are not developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that challenge each student at his/her developmental level.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?</li> <li>• Are learning styles and developmental needs of students recognized and appropriately used to modify instruction?</li> <li>• Are lessons and activities age and developmentally appropriate?</li> <li>• Are lessons and activities presented in alignment with developmental stages?</li> <li>• How is student/group response used to modify instruction?</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher can converse knowledgeably about learner development and its impact on the design and implementation of instruction</li> <li>• Examples of modified activities and/or resources</li> </ul>

## Standard 2: Learning Differences

The teacher-librarian uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>2.1 Makes appropriate and timely provisions for individual students with particular learning differences or needs.</b>	Does not differentiate instruction according to students' learning differences or needs.	While not always effective, attempts to differentiate instruction according to students' learning differences or needs.	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching.
<b>2.2 Incorporates strategies of language development into planning and instruction to support development of academic language proficiency for all students.</b>  <b>Academic Language:</b> The oral and written language of the discipline that students need to learn and use to access content and engage in meaningful ways. The means by which students develop and express understanding of content.	Does not use strategies to support student development of academic language proficiency.	While not always effective, attempts to use strategies to support student development of academic language proficiency.	Effectively uses strategies to support student development of academic language proficiency for all students.	Cultivates student independence in the development of academic language proficiency.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills?</li> <li>• Is an understanding of students' needs and backgrounds demonstrated?</li> <li>• Are high expectations for <u>all</u> students consistently communicated?</li> <li>• Are tools of language development used to scaffold learning for diverse students?</li> <li>• Are appropriate modifications utilized to meet student needs?</li> <li>• Accounting for student differences, are the individual students encouraged to participate in the group setting and are accommodations implemented to encourage student success?</li> </ul>	<ul style="list-style-type: none"> <li>• Anecdotal notes on student learning differences</li> <li>• Documentation of how students respond to varied teaching strategies</li> <li>• Teacher can converse knowledgeably about how students respond to varied teaching strategies</li> <li>• During class work time the teacher is differentiating on an individual or subgroup basis</li> </ul>

### Standard 3: Learning Environments

The teacher-librarian works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>3.1 Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.</b>	Ineffectively designs and manages the learning environment, transitions, and/or instructional time, resulting in students failing to engage in learning.	While not always effective, designs and manages the learning environment, transitions, and/or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment, transitions, and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.
<b>3.2 Communicates with students in ways that respect unique backgrounds and support a positive classroom climate.</b>	Does not build a classroom community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner.	While not always effective, attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.
<b>3.3 The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.</b>	Minimal standards of conduct or systems for performing non-instructional tasks are in place. Teacher either does not monitor student behavior or responds inconsistently.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Does the Teacher-Librarian create an environment of respect and rapport?</li> <li>• Does the Teacher-Librarian establish a culture for investigation and love of literature?</li> <li>• Does the Teacher-Librarian establish and maintain library procedures, including supervising library assistants?</li> <li>• Does the Teacher-Librarian manage student behavior?</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions, between Teacher-Librarian and students are polite and respectful and are appropriate to the cultural and developmental differences among groups of students.</li> <li>• Teacher-Librarian, in interactions with both students and colleagues, conveys a sense of the importance of information and reading literature.</li> <li>• Media center routines have been established and function smoothly.</li> <li>• Library assistants are clear as to their role.</li> <li>• Standards of conduct appear to be clear to students.</li> <li>• Teacher-Librarian response to student misbehavior is appropriate and respectful to students.</li> <li>• Teacher-Librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.</li> </ul>

## Standard 4: Content Knowledge

The teacher-librarian understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.</b>	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Mastery of content knowledge and learning progressions allow flexible adjustments to address students at their current level of understanding to either remediate or deepen their understanding.
<b>4.2 Integrates relevant content to build on learner's background knowledge, culture, and experiences.</b>	Demonstrates inadequate knowledge of learners' backgrounds, cultures, and/or experiences and lacks ability to design learning experiences as a result.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate relevant content to build upon learners' backgrounds, cultures, and experiences.	Designs learning experiences that integrate relevant content to build upon learners' backgrounds, culture, and experiences.	Designs learning experiences that integrate relevant content which builds upon backgrounds, cultures, and experiences for each student.
<b>4.3 Engages students in learning experiences in the discipline(s) taught that encourage learners to understand, question and analyze ideas from differing perspectives so that they master the content.</b>	Does not apply strategies designed to engage students in understanding, questioning and analyzing ideas from differing perspectives within the discipline.	While not always effective, attempts to apply strategies designed to engage students in understanding, questioning and analyzing ideas from differing perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning and analyzing ideas from differing perspectives within the discipline.	Creates an interactive environment where students take the initiative to independently understand, question and analyze ideas from differing perspectives within the discipline.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are opportunities created to develop academic language as a part of the content instruction?</li> <li>• Are multiple levels of questioning strategies used to engage students?</li> <li>• Do students understand the purpose of lessons and value of the content area being taught?</li> <li>• Do classroom strategies encourage students to approach ideas or situations from different points of view at developmentally appropriate levels?</li> <li>• Do teachers' lessons reflect knowledge of students' cultural backgrounds/experiences in order to build on them?</li> <li>• Does the Teacher-Librarian demonstrate knowledge of literature and current trends in library/media practice and information technology?</li> <li>• Is the library/media program appropriate to the setting and the students served?</li> <li>• Does the Teacher-Librarian demonstrate knowledge of resources, both within and beyond the school and district, and access to such resources as inter-library loan?</li> <li>• Does the Teacher-Librarian plan the library/media program integrated with the overall school program?</li> </ul>	<ul style="list-style-type: none"> <li>• Use of varied questioning techniques and levels of questions</li> <li>• Providing diverse perspectives through a variety of resources (e.g., discussion, readings, guests, online sources)</li> <li>• Demonstrates thorough knowledge of literature and current trends in practice and information technology.</li> <li>• Provides print and digital resources available for students and staff.</li> <li>• Library program is developed following consultations with students and colleagues.</li> <li>• Teacher-Librarian 's plan is well designed to support both teachers and students in their information needs.</li> </ul>

## Standard 5: Application of Content

The teacher-librarian understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>5.1 Engages learners in applying content knowledge to relevant issues to encourage interdisciplinary connections.</b>	Does not design learning experiences where students apply content knowledge to relevant issues in order to develop interdisciplinary connections.	While not always effective, attempts to design learning experiences where students apply content knowledge to relevant issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to relevant issues in order to develop interdisciplinary connections.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.
<b>5.2 Engages learners in critical and creative thinking, encouraging new ideas and approaches.</b>	Does not encourage students' formation of independent ideas and creative approaches.	Applies strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• How is content made “real” to students as they reach the level of application?</li> <li>• Are students’ literacy skills supported by instruction which allows them to access and demonstrate understanding of content?</li> <li>• What strategies and experiences are used to bring students to a level of understanding of the content which allows them to think critically and creatively?</li> <li>• Are there a variety of activities that allow students to demonstrate the ability to apply content?</li> <li>• How is application of content generalized to other content areas?</li> <li>• Do activities allow for multiple solutions and/or approaches?</li> </ul>	<ul style="list-style-type: none"> <li>• Use of multiple activity formats which allow students to communicate critically and creatively in the content area (e.g., speeches, debates, written work)</li> <li>• Application of research-based practices and associated strategies to encourage literacy development across the curriculum</li> <li>• Inquiry methods purposefully chosen to connect with real world content application and involvement of other disciplines</li> <li>• Authentic local and global issue connections to content (e.g., hatching salmon, composting, class garden, raising insects, construction materials)</li> </ul>

## Standard 6: Assessment

The teacher-librarian understands and uses formative assessment methods and data to engage learners in their own growth, to monitor learner progress, and to guide the teacher-librarian's and learner's decision making.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>6.1 Examines formative assessment data to identify student learning needs and strengths to inform instruction.</b>	Does not examine formative assessment data to inform instructional decisions.	Examines formative assessment data that ineffectively informs instructional decisions.	Examines formative assessment data that effectively informs instructional decisions.	Examines and analyzes a variety of formative assessment data sources and uses that analysis to effectively inform instructional decisions.
<b>6.2 Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress.</b>	Performance standards are not provided to students. Rarely provides models or guidance for students to improve the quality of their work.	Sometimes provides performance standards for student work and/or standards may lack specific expectations. Sometimes provides models and guides students in methods for improving the quality of their work.	Provides explicit performance standards for student work. Provides models and guides students in methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly-defined performance standards. Allocates time to provide specific descriptive feedback to individual learners.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Is assessment data reviewed to differentiate instruction?</li> <li>• Do students receive timely and effective feedback to guides their academic progress?</li> <li>• Do the assessed skills correlate to skills taught?</li> <li>• Are students allowed to demonstrate skills and knowledge in a variety of assessment formats?</li> <li>• Are students active participants in assessing their own work?</li> <li>• Is there evidence of an effective data collection system?</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation in analysis of student work with consideration of special needs of students</li> <li>• Conferences with students to discuss academic/skill development progress and growth plans</li> <li>• Analysis of student work examples</li> <li>• Evidence of student self-evaluation (e.g., writing wall rubrics, scoring sheets, exit tickets)</li> <li>• Technology-based examples</li> </ul>

## Standard 7: Planning for Instruction

The teacher-librarian plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>7.1 Designs learning experiences aligned to curriculum standards and student needs.</b>	Demonstrates minimal evidence of planning aligned to content standards and student needs.	While not always effective, attempts to create plans which may be aligned to content standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates plans aligned to content standards. Plans integrate student learning needs, goals, and learning activities.	Plans reflect understanding of prerequisite relationship between content standards. Teacher is proactive in planning for student misconceptions and addresses them before proceeding.
<b>7.2 Instructs and assists students and teachers in the use of technology.</b>	Declines to assist students and teachers in the use of technology.	Occasionally assists students and teachers in the use of technology.	Facilitates sessions to instruct students and teachers in the use of technology.	Is proactive in initiating sessions to instruct students and teachers in the use of technology.
<b>7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.</b>	Does not access colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.
<b>7.4 Administers library program including: circulation of resources, budget, collection development, web page management, patron access and services, instructional technology, and library facilities.</b>	Library program and procedures are either nonexistent or inefficient resulting in general confusion.	Library program and procedures have been established and function sporadically.	Library program and procedures have been established and function smoothly. Teacher-Librarian strives to improve the program on an ongoing basis.	Library program and procedures are proactive and function seamlessly. Teacher-Librarian anticipates school and staff needs with a clear path to improving the program on an ongoing basis.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs?</li> <li>• Does the Teacher-Librarian collaborate with teachers in the design of instructional units and lessons?</li> <li>• Does the Teacher-Librarian engage students in enjoying literature and in learning information skills?</li> <li>• Does the Teacher-Librarian demonstrate flexibility and responsiveness?</li> <li>• Does the Teacher-Librarian create inventory and circulation reports?</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly posted and/or communicated instructional targets/goals which refer to standards in student-friendly language</li> <li>• Prepares for units of study which support adjustment based upon observed student outcomes</li> <li>• Organizes systems and facilities for efficient access, circulation, and use of instructional materials, equipment and technology by students and staff.</li> <li>• Provide for implementation of Common Core Stands, Information Literacy skills, technology integration, CyberSafety and Digital Citizenship.</li> <li>• Plans for instruction based on observed student outcomes</li> <li>• Notes from High School Teacher-Librarian PLC meetings</li> <li>• Inventory and circulation reports</li> </ul>

## Standard 8: Instructional Strategies

The teacher-librarian understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>8.1 Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)</b>	Utilizes only a teacher directed instructional approach.	Beginning to integrate role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students become both teachers and learners.
<b>8.2 Uses available media and technology to support content and skill development.</b>	Does not incorporate or ineffectively incorporates available media and technology in support of content and skill development.	Moderately effective at incorporating available media and technology and/or support of content and skill development is not always clear.	Incorporates available media and technology that effectively supports content and skill development.	Seeks out new and/or innovative ways to integrate available media and technology to support content and skill development.
<b>8.3 Uses a variety of instructional strategies to support and expand learners' communication with various audiences through speaking, listening, reading, writing, and other modes.</b>	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating to various audiences.	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating to various audiences.	Uses instructional strategies to create an interactive environment where students independently select and use a variety of communication modes.

## Standard 8: Instructional Strategies *(continued)*

The teacher-librarian understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>8.4 Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.</b>	Does not use questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in-the moment analysis of student understanding, to stimulate discussion and move students forward in their learning.
<b>8.5 Engages learners in developing higher order thinking skills and metacognitive processes.</b>	Does not use teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometimes effective at developing higher order thinking skills and metacognitive processes for all learners.	Effectively uses various strategies to engage learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are students using a variety of methods of communication in their learning to deepen their understanding of the content areas?</li> <li>• Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?</li> <li>• Do students receive encouragement in applying various levels of questioning and problem-solving strategies (at an appropriate developmental level)?</li> <li>• Is collaboration in inquiry and problem-solving encouraged among students?</li> <li>• Does the Teacher-Librarian maintain and extend the library collection in accordance with the school's needs, and within budget limitations, and including periodic inventory, repairs, weeding out, etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• Use of varied grouping strategies (e.g., individual, small group, and whole group)</li> <li>• Observation of student engagement</li> <li>• Support and reinforce literacy instruction with a variety of formats, genres and informational texts.</li> <li>• Adheres to district and professional guidelines in selecting materials for the library collection, and periodically purges the collection of outdated materials.</li> </ul>

## Standard 9: Professional Learning and Ethical Practice

The teacher-librarian engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>9.1 Engages in ongoing learning opportunities to develop and apply knowledge and skills.</b>	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
<b>9.2 Uses multiple sources of evidence (e.g., self-reflection tools, classroom observations) to self-assess professional practice.</b>	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
<b>9.3 Demonstrates knowledge of professional, legal, and ethical rights and responsibilities.</b>	Demonstrates inadequate knowledge of federal, state, district, and school regulations and policies.	Demonstrates limited understanding of federal, state, district, and school regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, district, and school regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Are strengths and areas for growth identified during self-assessment?</li> <li>• Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth?</li> <li>• Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?</li> <li>• Does the Teacher-Librarian experiment with new ideas or adapt their practice as a result of professional growth opportunities?</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Growth Goals and Student Learning Goals</li> <li>• Self-assessment rubrics with documented reflection and relevance to Professional Growth Goals</li> <li>• Active participant and/or contributor in team and school meetings, PLC, and other settings</li> <li>• Practice which reflects knowledge of legal and ethical rights and responsibilities (including plagiarism and copy right laws)</li> <li>• Teacher –Librarian is able to knowledgably converse about self-reflection and ongoing learning</li> </ul>

## Standard 10: Leadership and Collaboration

The teacher-librarian seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
<b>10.1 Takes an active role in instructional meetings and activities.</b>	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.
<b>10.2 Works collaboratively with students and staff to support learner development and achievement.</b>	Rarely invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication. Shares information to support learner development and achievement.	Invites interactive communication to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve achievement.
<b>10.3 Models effective practice and demonstrates shared leadership (either formally or informally) in support of school and program goals.</b>	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.	Cooperates with colleagues in implementing effective practices in support of school and program goals.	Actively collaborates with colleagues in modeling and discussing effective practices in support of school and program goals.	Initiates collaboration, modeling, and reflective discussion of effective practices in support of school and program goals and advancement of the profession.

Guiding Questions	Evidence Examples
<ul style="list-style-type: none"> <li>• Is there evidence of collaborative work with team members and/or the entire school to advance student learning?</li> <li>• Are opportunities to lead in student learning and development sought?</li> <li>• Are students, staff, and other community resources encouraged to collaborate and be involved in learner development?</li> <li>• Is the Teacher-Librarian mentoring teacher candidates (student teachers)?</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in district, school and team meetings</li> <li>• Assumption of leadership roles at school, community (school-related), or district level</li> <li>• Guiding and collaborating with peers to advance district/school/program goals</li> <li>• Modeling best practices or providing staff development for peers</li> <li>• Participating and/or coordinating family or student outreach events</li> </ul>