Standard 1 – PROGRAM ADMINISTRATION & ADVOCACY: Teacher-Librarian plans and implements comprehensive Library programming.

1.1 Teacher-Librarian aligns the library goals with department, level, school, and district goals.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Teacher-Librarian actively collaborates with professional colleagues to establish library goals and guide programs to ensure systematic alignment to grade level and/or department, school, and district goals.

E: Teacher-Librarian routinely collaborates with grade levels and/or departments to align library goals to grade level and/or department, school, and district goals.

PE: Teacher-Librarian establishes library goals and programs aligned to grade level and/or department and school goals.

I: Teacher-Librarian establishes goals.

1.2 Teacher-Librarian ensures a variety of programming aligned to department, level, school, and district goals.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Teacher-Librarian collaboratively plans with the students, staff, and stakeholders to create a wide variety of programming that supports differentiated student, staff school, and community needs.

E: Teacher-Librarian offers a variety of programming to students and staff and develops programming opportunities in conjunctions with their school community.

PE: Teacher-Librarian provides some programming opportunities to students and staff.

I: Teacher-Librarian offers limited programming opportunities..

1.3 Teacher-Librarian prepares and administers the library budget, including general and categorical funds, to support specific program goals.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Teacher-Librarian collaborates with school stakeholders and professional colleagues to create a multi-year budget plan that supports a variety of programming and program goals, adjusting budget as necessary to include changes in programming and alignment to World Class Outcomes.

E: Teacher-Librarian annually creates and maintains the library budget to support specific program goals, adjusting budget as necessary to include changes in programming and alignment to World Class Outcomes.

PE: Teacher-Librarian maintains the library budget to support program goals, adjusting budget as necessary.

I: Teacher-Librarian maintains a budget.

1.4 Teacher-Librarian provides leadership and expertise in the development of the library's collection, resources and technology.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Teacher-Librarian maintains and collaboratively develops a collection in accordance with district policy that is current and appropriate to the curriculum, learners, teaching styles, and instructional strategies used within the school community by acquiring print and electronic resources that align with DCSD World Class Outcomes.

E: Teacher-Librarian maintains a current collection in accordance with district policy that anticipates and is responsive to the curricular and recreational needs of the students and the school community.

PE: Teacher-Librarian maintains a collection that is current in some areas and generally responsive to the curricular and recreational needs of the students.

I: Teacher-Librarian oversees a collection that is aged and minimally responsive to the curricular and recreational needs of the students.

1.5 Teacher-Librarian collaborates with staff to integrate content with other disciplines.

4 Point Matrix

HE: Teacher-Librarian collaborates with staff to naturally integrate content from multiple disciplines as part of backward planning.

E: Teacher-Librarian actively seeks opportunities to collaborate with staff to naturally integrate content from multiple disciplines as part of backward planning.

PE: Teacher-Librarian is available to staff to assist in integrating content from multiple disciplines as part of backward planning.

I: Teacher-Librarian does not collaborate with staff to integrate content with other disciplines.

1.6 Teacher-Librarian collaborates with staff to integrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking) and 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.

4 Point Matrix

HE: Teacher-Librarian collaborates with staff to incorporate the 4 Cs and select one or more 21st century skills that are naturally integrative as part of backward planning.

E: Teacher-Librarian actively seeks opportunities to collaborate with staff to incorporate the 4 Cs and one or more 21st century skills that are naturally integrative as part of backward planning.

PE: Teacher-Librarian is available to staff to recommend 21st century skills as part of backward planning.

I: Teacher-Librarian integrates 21st century skills without connection to staff backward planning.

1.7 Teacher-Librarian promotes reading using print and digital media.

4 Point Matrix

HE: Teacher-Librarian works within the school-wide culture to foster curiosity in students and staff learners by promoting reading and providing a variety of innovative tools to enrich and expand critical, creative, and independent thinking, facilitating the use of digital tools to share interests locally and globally.

E: Teacher-Librarian fosters curiosity in students and staff learners by promoting reading and providing a variety of tools to develop critical, creative, and independent thinking.

PE: Teacher-Librarian selectively works with students and staff to provide materials and promote reading enjoyment.

I: Teacher-Librarian is available to students and faculty and attempts to provide materials.

Standard 2 – ASSESSMENT: Teacher-Librarian uses a variety of assessments that require students to demonstrate World Class Outcomes.

2.1 Teacher-Librarian works with classroom teachers to create assessments and rubrics to measure student performance of World Class Outcomes.

4 Point Matrix

HE: Teacher-Librarian collaborates with most teachers to create assessments and rubrics for formative, interim, and summative assessments that demonstrate student progress and/or comprehensive performance demonstration of mastery of World Class Outcomes.

E: Teacher-Librarian works with many teachers to create assessments and rubrics that monitor student progress and/or comprehensive performance demonstration of mastery of World Class Outcomes.

PE: Teacher-Librarian works with some teachers to create assessments and rubrics that monitor student progress and/or comprehensive performance demonstration of mastery of World Class Outcomes.

I: Teacher-Librarian works with few teachers to create assessments and rubrics that monitor student progress and/or comprehensive performance demonstration of mastery of World Class Outcomes.

2.2 Teacher-Librarian uses performance assessments/tasks that require students to demonstrate the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).

4 Point Matrix

HE: Teacher-Librarian collaborates with students to develop personalized performance assessments/tasks that allow students to demonstrate expertise in all 4 Cs, as articulated in the 4 Cs rubrics.

E: Teacher-Librarian creates or selects performance assessments/tasks that allow students to demonstrate expertise in the 4 Cs, as articulated in all 4 Cs rubrics.

PE: Teacher-Librarian creates or selects performance assessments/tasks that allow students to demonstrate expertise in some of the 4 Cs as articulated in the 4 Cs rubrics.

I: Teacher-Librarian creates or selects performance assessments/tasks that allow some students to demonstrate expertise in some of the 4 Cs as articulated in the 4 Cs rubrics.

2.3 Teacher-Librarian uses performance assessments/tasks that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.

4 Point Matrix

HE: Teacher-Librarian collaborates with students to develop personalized performance assessments/tasks that measure all relevant 21st century skills by establishing measurement standards that include specific criteria for each level of performance.

E: Teacher-Librarian creates or selects performance assessments/tasks that measure all relevant 21st century skills by establishing measurement standards that include specific criteria for each level of performance.

PE: Teacher-Librarian creates or selects performance assessments/tasks that measure some of the relevant 21st century skills with measurement standards that include specific criteria for each level of performance.

I: Teacher-Librarian creates or selects performance tasks for some students that measure some of the relevant 21st century skills.

Standard 3 – INSTRUCTION: Teacher-Librarian facilitates learning opportunities that inspire students to achieve World Class Outcomes.

3.1 Teacher-Librarian works collaboratively with teachers to backward plan.

4 Point Matrix

HE: Teacher-Librarian aligns lesson plans with teachers through collaboration to personalize the learning by substantiating enduring understandings, essential questions, and World Class Outcomes based on students' individual needs. Next, in stage 2, the Teacher-Librarian supports differentiated performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the Teacher-Librarian extends personalized learning opportunities that facilitate student mastery of the World Class Outcomes identified in stage 1.

E: Teacher-Librarian aligns lesson plans with teachers by selecting enduring understandings, essential questions, and World Class Outcomes. Next, in stage 2, the Teacher-Librarian supports performance assessments to measure student mastery of the World Class Outcomes in stage 1. Finally, in stage 3, the Teacher-Librarian extends learning opportunities that facilitate student mastery of the World Class Outcomes identified in stage 1.

PE: Teacher-Librarian's planning process includes some alignment to teachers' backward planning.

I: Teacher-Librarian begins the planning process by selecting an activity.

3.2 Teacher-Librarian facilitates differentiated learning opportunities for all students.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Teacher-Librarian collaborates with students to develop personalized, sustainable learning opportunities that facilitate mastery of learning, based on the unique needs of the students, and improve teacher-librarian practice.

E: Teacher-Librarian offers students more than one sustainable learning opportunity to facilitate mastery of World Class Outcomes.

PE: Teacher-Librarian offers students more than one learning opportunity.

I: Teacher-Librarian offers one learning opportunity for all students.

3.3 Teacher-Librarian facilitates learning opportunities that require students to locate, select, evaluate, synthesize relevant sources of information and create new knowledge to master World Class Outcomes.

4 Point Matrix

HE: Teacher-Librarian facilitates students' opportunities to demonstrate higher order thinking skills by locating, selecting, evaluating, and synthesizing relevant information in order to personalize their learning and demonstrate new knowledge.

E: Teacher-Librarian facilitates students' opportunities to enhance their abilities to locate, select, evaluate, and synthesize relevant information in order to demonstrate new knowledge.

PE: Teacher-Librarian facilitates learning opportunities that require students to know, understand, and apply research skills.

I: Teacher-Librarian does not provide opportunities for students to research, and/or students have limited opportunity to demonstrate new knowledge.

3.4 Teacher-Librarian facilitates learning opportunities that engage all students.

4 Point Matrix

HE: Teacher-Librarian collaborates with students to facilitate challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.

E: Teacher-Librarian facilitates challenging, relevant (connected to students' interests and/or backgrounds), and sustainable learning opportunities that students find meaningful and interesting. Student engagement is evident through various examples/methods of demonstrated student ownership.

PE: Teacher-Librarian facilitates sustainable learning opportunities for students.

I: Teacher-Librarian facilitates activities

3.5 Teacher-Librarian facilitates learning opportunities for all students to use World Class Tools.

4 Point Matrix

HE: Teacher-Librarian facilitates multiple learning opportunities for students to use technology-based, world-class tools (i.e., scholarly data-bases, digital library, search engines, online resources) to construct their learning and demonstrate mastery of World Class Outcomes.

E: Teacher-Librarian facilitates multiple learning opportunities for students to use technology-based, world-class tools to construct their learning and demonstrate mastery of World Class Outcomes.

PE: Teacher-Librarian uses technology to facilitate instruction and provides opportunities for students to use technology in the library.

I: Teacher-Librarian and student use of technology is limited.

3.6 Teacher-Librarian facilitates learning opportunities that require students to use the 4 Cs (Creativity, Collaboration, Communication, and Critical Thinking).

4 Point Matrix

HE: Teacher-Librarian collaborates with students to facilitate differentiated opportunities for each student to develop creativity, collaboration, communication, and critical thinking skills.

E: Teacher-Librarian naturally integrates opportunities for students to develop creativity, collaboration, communication, and critical thinking skills.

PE: Teacher-Librarian provides opportunities for students to develop creativity, communication, collaboration, and critical thinking skills.

I: Teacher-Librarian provides isolated events or activities on the 4 Cs that are not connected to other learning.

3.7 Teacher-Librarian facilitates learning opportunities that require students to master 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.

4 Point Matrix

HE: Teacher-Librarian collaborates with students to facilitate differentiated learning opportunities with clear learning objectives for each student to develop the 4 Cs (creativity, collaboration, communication, and critical thinking skills).

E: Teacher-Librarian naturally integrates learning opportunities for students to develop 21st century skills.

PE: Teacher-Librarian provides learning opportunities for students to develop 21st century skills where authentic.

I: Teacher-Librarian provides isolated events or activities on 21st century skills that are not connected to other learning.

3.8 Teacher-Librarian facilitates learning opportunities for students to master the ethical use of information and develop digital citizenship.

4 Point Matrix

HE: Teacher-Librarian facilitates <u>multiple</u> learning opportunities for students to demonstrate mastery of online communication, ethical application of information, and digital citizenship (digital access, commerce, communication, literacy, etiquette, law, rights and responsibilities, health and wellness, and security).

E: Teacher- Librarian facilitates learning opportunities for students to demonstrate mastery of online communication, ethical application of information, and digital citizenship.

PE: Teacher-Librarian provides direct instruction on online communication, ethical application of information, and digital citizenship.

I: Teacher-Librarian provides limited instruction on online communication, ethical application of information, and digital citizenship.

Standard 4 – CULTURE & CLIMATE: Teacher-Librarian models and collaborates with students to create a respectful and restorative culture and climate.

4.1 Teacher-Librarian models and collaborates with students to create an environment that is safe.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Teacher-Librarian collaborates with students to construct and maintain a library environment that is both physically and emotionally safe for all students.

E: Teacher-Librarian facilitates a library environment that is both physically and emotionally safe for all students.

PE: Teacher-Librarian presents rules to achieve a library environment that is physically and emotionally safe.

I: Teacher-Librarian does not achieve a library environment that is physically and/or emotionally safe.

4.2 Teacher-Librarian facilitates opportunities for all students to construct, understand, and practice a restorative library environment.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Teacher-Librarian collaborates with students to form and maintain a restorative library community. Teacher-Librarian facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed

E: Teacher-Librarian facilitates the opportunity for students to develop a restorative library community. Teacher-Librarian facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, reinforce acceptable behavior, and restore relationships when they have been harmed.

PE: Teacher-Librarian provides the opportunity for students to give input into library rules. Teacher-Librarian treats all students in a fair and equitable manner.
I: Teacher-Librarian posts library rules and/or rules are not uniformly applied to all students.

4.3 Teacher-Librarian establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher-Librarian collaborates with students to facilitate a library where students express different points of view in a safe and respectful environment.
E: Teacher-Librarian facilitates a library where students express different points of view in a safe and respectful environment.
PE: Teacher-Librarian promotes an environment where some students feel safe to express different points of view.
I: Teacher-Librarian establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.

4.4 Teacher-Librarian models and establishes positive relationships with all students.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher-Librarian respectfully interacts with student as an individual and differentiates their interactions based on their knowledge of each student, inside and outside the classroom.
E: Teacher-Librarian respectfully interacts with all students.
PE: Teacher-Librarian creates a library environment that encourages and builds positive relationships with most students.
I: Teacher-Librarian creates a library environment where students are directed to interact respectfully.

Standard 5 – PROFESSIONALISM: Teacher-Librarian demonstrates professional growth and development, leadership, and professionalism.

5.1 Teacher-Librarian works collaboratively with colleagues for the benefit of students.

4 Point Matrix
HE: Teacher-Librarian creates/leads collaborative teams that include school and district colleagues to provide high quality, integrated wrap-around support to students. Teacher works with school teams/administration to provide enriched opportunities for students.
E: Teacher-Librarian participates on collaborative teams that include school colleagues to provide high quality, integrated wrap-around support to students. Teacher works with school teams/administration to provide enriched opportunities for students.
PE: Teacher-Librarian participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Teacher-Librarian participates as required, and collaboration with colleagues is limited to cordial relationships.

5.2 Teacher-Librarian creates a professional growth plan that is aligned to growth areas identified through teacher-librarian evaluation, World Class Education Targets, and/or Professional Pathway goals.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
HE: Teacher-Librarian creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
E: Teacher-Librarian creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Teacher-Librarian creates a professional growth plan aimed at acquiring new skills to improve learning that is P related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

I: Teacher-Librarian creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.

5.3 Teacher-Librarian demonstrates application of professional learning to practice.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Teacher-Librarian engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development within the library.

E: Teacher-Librarian engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development within the library.

PE: Teacher-Librarian implements new knowledge or skills learned through professional development.

I: Teacher-Librarian participates in low-level or limited professional development. Teacher-Librarian links professional development to professional practice on a limited basis.

5.4 Teacher-Librarian differentiates communication within the school and to external stakeholders to promote library programming.

4 Point Matrix

HE: Teacher-Librarian fosters an open relationship with internal and external stakeholders, differentiating communication using a variety of methods, formats, and timelines, and maximizes the community connection to promote the library program within the school, district, and community.

E: Teacher-Librarian differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to internal stakeholders using a variety of communication tools to promote the library programs within the school and district.

PE: Teacher-Librarian promotes the library program within the school and district.

I: Teacher-Librarian shares information on library programs.

5.5 Teacher-Librarian demonstrates professional and ethical conduct including following all laws, district policies and procedures.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: Teacher leads and models professional behavior within the building and throughout the district and community.

E: Teacher demonstrates professional behavior in meeting all expectations, both legal and school/district.

PE: Teacher is compliant with legal and school/district expectations.

I: Teacher does not meet legal and school/district expectations.