

Program Standard 1: Plan of Action*

A future forward teacher-librarian identifies their core values and vision for the library. The teacher-librarian works alongside the building administrators to align their vision with the school's goals/focus in mind. They are intentional about creating several year and multi-year goals for teaching and programming that will result in students and staff who will thrive and grow.

Planning for the future is an essential role for a successful teacher librarian and thriving library program. Annual review of school focus goals, library data and collaborative input from the school community is part of developing a plan of action for continuous quality improvement.

Component A: Vision

The teacher-librarian or library staff identifies their core values and uses those to develop a vision for themselves and the library program that aligns with the school community. The teacher-librarian and/or library staff communicates the vision and values known to the school community (administrators, teachers, school staff, students, and parents)

| <input type="checkbox"/> Basic | <input type="checkbox"/> Partially Proficient | <input type="checkbox"/> Proficient | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Exemplary |
|--|--|--|--|---|
| <p>TEACHER LIBRARIAN</p> <p>Starts to develop an understanding of his or her core values and vision.</p> | <p>TEACHER LIBRARIAN</p> <p>Identifies a few core values and begins to develop a library vision.</p> | <p>TEACHER LIBRARIAN</p> <p>Develops a vision with recognizable core values.</p> | <p>TEACHER LIBRARIAN</p> <p>Develops an aspirational vision that is aligned with the school's improvement plan. Effectively communicates core values through vision.</p> | <p>...and ADMINISTRATOR</p> <p>works with the teacher librarian in creating school-aligned vision and reviews evidence that demonstrates the vision is being implemented.</p> |

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Component B: Goal Setting

The teacher librarian, along with the principal, creates and uses school-aligned goals as a guide for developing a library program and instruction that positively impacts student achievement and helps students thrive in today's society.

The teacher librarian uses data and reflection to measure implementation of goals. [For a sample goal setting scenario, see p. 6 of [CDE's Practical Guide for Evaluating Teacher Librarians](#) and/or this [sample growth plan](#).]

| <input type="checkbox"/> Basic | <input type="checkbox"/> Partially Proficient | <input type="checkbox"/> Proficient | <input type="checkbox"/> Accomplished | <input type="checkbox"/> Exemplary |
|---|---|--|--|--|
| <p>TEACHER LIBRARIAN</p> <p>Begins the process of understanding the school-aligned goals by meeting with stakeholders and administration.</p> | <p>TEACHER LIBRARIAN</p> <p>Develops knowledge and understanding of school's demographics and school-aligned goals.</p> | <p>TEACHER LIBRARIAN</p> <p>Develops goals that are driven by the school's improvement plan.</p> | <p>TEACHER LIBRARIAN</p> <p>Develops goals that are aligned with the school's improvement plan. He or she gathers evidence and reflects on progress with principal on a regular basis.</p> | <p>...and ADMINISTRATOR</p> <p>works with the teacher librarian in creating a school-aligned growth plan and reviews evidence that demonstrates the effectiveness and progress of these goals/growth plan.</p> |