

Program Standard 2: Librarian as Teacher/Guide*

A highly effective teacher librarian (TL) plans lessons with intentionality and begins with the end in mind taking into consideration the essential learning skills for learners (whether young or adult). The TL works with educational staff and administration to prioritize the 'process of learning' (i.e., critical thinking, design thinking, media literacy, etc.) and ensures that these learning skills are embedded to enrich learning for all.

The TL secures administrative support to collaborate for co-teaching opportunities with classroom teachers, realizing that co-teaching is a strategy that better meets the differentiating needs of all learners. A highly effective TL embeds learner reflection into lessons to inform and adjust instruction. The TL values student and adult voice and choice in designing learning opportunities that learners find relevant and authentic in the real-world.

Component A: Instructional Design

The teacher librarian plans lessons with the end in mind, focusing on working with other educators to incorporate essential learning skills into learning opportunities for students. The TL collaborates to design lessons that engage learners and, when possible, are authentic learning opportunities.

<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>Is learning how to integrate essential learning skills into instruction.</p>	<p>TEACHER LIBRARIAN</p> <p>Is learning about and designing lessons that are authentic and have the end in mind.</p>	<p>TEACHER LIBRARIAN</p> <p>Plans lessons with the end in mind and collaborates with teachers to incorporate essential learning skills in an authentic manner.</p>	<p>TEACHER LIBRARIAN and TEACHERS</p> <p>Provide learning experiences for students in which critical thinking and other learning skills are a primary focus.</p> <p>Value, prioritize, and create learning experiences that offer students voice and real-life issues.</p>	<p>...and STUDENTS</p> <p>Are excited to learn and be at school. They feel confident their voices are part of the learning experience.</p> <p>Have multiple ways to thrive in school as they also learn strategies to succeed in their postsecondary pursuits.</p>

Component B: Collaborative Relationships

The administrators and school staff value a collaborative culture and view the teacher librarian (TL) as an instructional partner who co-teaches lessons on a wide variety of essential learning and higher-order thinking skills. The TL is not viewed as a teacher in isolation nor as a supplemental staff member. Rather, the TL is regarded as a valued teaching partner in helping to differentiate instruction to meet the varying needs of student and adult learners.

<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>Is building relationships with staff and starting the collaboration process with a few teachers.</p>	<p>TEACHER LIBRARIAN</p> <p>Is developing skills to build a collaborative culture and learning how to become an integral co-teaching partner.</p>	<p>TEACHER LIBRARIAN</p> <p>Collaborates with most of the teaching staff and is valued as a co-teaching partner.</p> <p>The teacher-librarian works with teachers to ensure that student reflection is embedded in all learning experiences.</p>	<p>...and ADMINISTRATION and TEACHERS</p> <p>Value the teacher librarian as an integral partner who differentiates instruction and embeds learning skills and reflection into lessons.</p>	<p>...and STUDENTS</p> <p>View the teacher-librarian as a highly-qualified teacher who enhances their learning experiences through co-teaching and other programs that the TL offers, based on student feedback.</p>

Component C: Measuring Impact and Growth

The teacher librarian (TL) regularly collects evidence, analyzes, self-reflects, and adjusts instruction accordingly for learning opportunities they provide for student/adult learners in order to determine impact. The TL gathers reflections and uses other means of assessing the lessons/workshop sessions (i.e., exit tickets, student reflection, etc.).

❑ Basic	❑ Partially Proficient	❑ Proficient	❑ Accomplished	❑ Exemplary
<p>TEACHER LIBRARIAN</p> <p>Is learning about and starting to develop assessment measures and ways to collect and analyze data, including outcomes.</p>	<p>TEACHER LIBRARIAN</p> <p>Is developing self-reflective skills to help improve instructional activities.</p>	<p>TEACHER LIBRARIAN</p> <p>Collaboratively embeds learning skills as a primary focus of learning, and embeds reflection in all learning experiences.</p> <p>Uses formative and summative assessments to evaluate student understanding and proficiency with learning skills.</p>	<p>TEACHER LIBRARIAN</p> <p>Gathers input from teachers through various means in order to adjust lessons for the future and communicates the improvements with educational staff and administrators.</p>	<p>...and STUDENTS</p> <p>Are valued partners in developing assessment measures in order to use reflective practice and to determine growth and future learning goals.</p>