THE STANDARDS
for Librarians

LEARNING FIRST! The Davis educator is intensely focused on learning for each student.

PLAN: The effective librarian proactively participates in the creation of a vision and goals for library services in the school. Librarians create and update library procedures and use data to plan budget, programs, and a well-developed collection of books and resources to support curriculum.

TEACH & TRAIN: The effective librarian partners with classroom teachers to deliver curriculum and promote reading as a skill for life-long learning and enjoyment. The librarian provides training for staff and uses effective instructional strategies to engage students in the use of library resources.

CHECK: The effective librarian uses data and feedback to guide library programming, resources, and professional development. Consistent evaluation by the librarian facilitates appropriate maintenance of library resources and improvement of library services to meet staff and student needs.

ENVIRONMENT: The effective librarian fosters an environment that is positive, respectful, and reflects knowledge of the school community. Effective time management, organization, and allocation of resources, facilitates the ability to provide support to staff and students. An effective librarian creates an organized, open, and inviting environment that provides flexibility for individual and group activities. Through the implementation of library policies and procedures, the librarian establishes the library as a place for student learning.

PROFESSIONALISM: The effective librarian engages in self-reflection and professional learning for continuous growth and expertise in content and pedagogy. Librarians cultivate productive and collaborative relationships with peers, educators, and administrators by contributing to and proactively engaging in problem-solving approaches to challenges and changes within the profession and with the larger district community.

THE INDICATORS
for Librarians

PLAN

P.1	Proactively participates in the creation of a vision and goals for library services in collaboration with school and district administrators
P.2	Designs instruction to meet or exceed DESK standards
P.3	Creates and maintains written library policies, guidelines, and procedures for students, staff, and school community
P.4	Uses data[1] to plan budgets, programs, activities, and professional development[2]
P.5	Selects and maintains a well-developed collection of books and resources[3] to support curriculum and students

TEACH & TRAIN

T.1	Partners with classroom teachers to plan and deliver curriculum to meet student needs
T.2	Promotes reading as a foundational skill for life-long learning and enjoyment to students, staff, and community
T.3	Provides consultation and training in the use of resources and technologies which support curriculum[4]
T.4	Engages learners through effective instructional strategies to promote higher level thinking
T.5	Provides training, guidance, and support to library assistants and volunteers, as needed

CHECK

C.1	Collects a variety of data and feedback to guide library budgets, programs, activities, resources, professional development, and instruction
C.2	Consistently evaluates and maintains library resources according to current needs
C.3	Meets with administration to evaluate and improve library/media services

ENVIRONMENT

E.1	Fosters an environment where librarians, staff, and students are positive and respectful
E.2	Demonstrates caring and understanding within an environment of high expectations
E.3	Creates an organized, flexible learning environment to facilitate a variety of individual and group activities
E.4	Facilitates an environment of support through effective time management, organization, and allocation of resources
E.5	Implements library policies and procedures for effective library use

PROFESSIONALISM

PRO.1	Engages in self-reflection[5] and professional learning for continuous growth and expertise[6]
PRO.2	Collaborates[7] and cultivates productive relationships with staff, students, parents, administrators, and community to improve learning
PRO.3	Approaches challenges and changes positively in a problem-solving manner
PRO.4	Makes professional contributions[8] to school, district, and school community

**All employees must consistently adhere to school, district, and state policies and procedures

DEFINITIONS

[1] Data includes both quantitative and qualitative information gathered from a variety of sources. Effective librarians make programmatic adjustment based on the data they have gathered over time.

[2] Professional development enables educators to learn and develop knowledge and skills in settings such a whole group, grade level or department, and individually. Effective librarians support the professional learning of faculty and staff to better serve student needs.

[3] Resources include print, digital media, and technology.

[4] Curriculum consists of the entire program of study for a school. All content areas are considered when building the vision and mission of the school library.

[5] Self-reflection is the process of thinking about what one is doing or what one has just finished doing. Effective educators reflect on their practice, taking time to study their own behavior and efforts and how that affects their own work and the work of others. The term self-reflection does not mean reflecting on one's feelings; instead it is a critical self-assessment of one's effectiveness as a school technology specialist.

[6] Librarians must have considerable expertise in their field; they must be knowledgeable about and current in library/media skills, resources, technology, and educational curriculum and pedagogy.

[7] A collaborative culture is developed when there is an atmosphere of shared responsibility for teaching and learning among faculty, staff, and administrators. The librarian is an integral part of the school staff and as such, is expected to participate in the school and be a contributing team player.

[8] Creating a school- and district-wide culture which values and promotes learning requires professional contributions such as serving on school/district/state committees, training and/or facilitating collaborative peer groups, or providing other services needed to create a quality educational environment.