



# A Continuum of Teacher Librarian's Abilities

## Aligned with the California School Library Association

### Introduction

This continuum for library media teachers is written to ensure student success. Library media teachers will use the Continuum for self-assessment and will take into account district and site goals when developing District Goals or Areas of Investigation.

**The Continuum presents a holistic view of librarianship.** Its organization corresponds to the following areas within the library program:

- Shares leadership for the curricular, instructional, and professional development of the school
- Provides Information-seeking expertise for the school
- Advances reading comprehension and fosters a love of reading
- Collaborates with other teachers to teach information literacy, including the ethical and legal use of information and communication technologies
- Collaborates with other teachers and the community to integrate the best uses of information and communication technologies into curriculum and instruction
- Administers the school library media program
- Develops a Library Collection that supports the school's curriculum and state content standards
- Manages the school library information resources
- Designs an accessible, efficient, and inviting facility for student learning
- Plans and evaluates the school library media program
- Participates in and seeks out professional growth and learning opportunities
- Fulfills Professional Responsibilities

The standards are to be considered as a whole and not in any particular sequence or order. Each standard contains elements of the library program. They are interrelated and work together to provide a complete picture of an effective school library program.

**The Continuum is organized to describe the five levels of development.** These levels are labeled **Unsuccessful, Beginning/Needs Improvement, Successful, Integrating/Exemplary, and Innovating**. Each level addresses what a Teacher Librarian should know and be able to do in the different Continuum standards. The levels do not represent a chronological sequence in a library media teacher's growth, but each row describes developmental levels of performance. A Teacher Librarian may be at beginning/needs improvement level of practice in some places on the Continuum and at innovating levels in others, no matter how many years she/he has been in the profession.

Because professional growth is developmental, one may return to an earlier level temporarily if there are changes in a one's assignment, such as new school.

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**How to Use the Continuum:** To use the Continuum, you read across each row of descriptors from left (unsuccessful) to right (innovating) as the descriptors become more complex and sophisticated. As you move from left to right, locate the descriptor that best defines your current practice. Any practice described on the left of the Continuum is cumulative to those on the right even if not explicitly stated.

**The Continuum provides a common language for setting and discussing goals for professional development within an environment of collegial support.** The Continuum is a guide for self-reflection, assessment and conversation between library media teachers, advisors/support providers, and administrators. It is intended to help Teacher Librarians interpret their library program and make informed decisions about their ongoing development as a professional. The Continuum serves as an entry point for Teacher Librarians to identify and work toward professional goals. It is not an isolated observation instrument but is best used as one component of a comprehensive process of assessing the development of professional practice. It is a part of a Teacher Librarian's evaluation process and is appropriately used within a peer coaching relationship with a colleague or administrator.

### Glossary of Terms:

- **Continuum:** A document describing different levels of practice or knowledge along various stages of development.
- **Descriptors:** An individual cell or “box” corresponding to the developmental levels in the Continuum.
- **Standard:** One of the areas of professional practice that comprises the Continuum.
- **Element:** A specific sub-category within a standard.
- **Level:** The levels of Teacher Librarian development that represent what a Teacher Librarian should know and be able to do,

e.g.:

- **Unsuccessful:** A level of development in which the Teacher Librarian is not successful in meeting the professional standard.
- **Beginning/Needs Improvement:** A level of development in which the Teacher Librarian still relies on more experienced colleagues for support but is moving toward becoming more self-directed and independent in her/his practice.
- **Successful:** A level of development in which the Teacher Librarian is able to design and implement independently, internalizes and easily applies what she/he has learned about school library programs.
- **Integrating/Exemplary:** A level of development in which the Teacher Librarian is fully skilled, confident and able to integrate complex elements of instruction, curriculum and professional development into practice. The integrating Teacher Librarian adapts and changes systems when needed, forms collegial relationships, engages in professional growth activities, and is often a leader among peers.
- **Innovating:** A level of development in which the Teacher Librarian is consistently innovative and creative in all areas of the library and professional development. A leader in school, district and local community, the innovating Teacher Librarian contributes to the broader education community through staff development, school-based research and reform, articles in professional journals, etc.



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### Standard One: Leadership

	<b>UNSUCCESSFUL Practice Does Not Meet Standards</b>	<b>BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards</b>	<b>SUCCESSFUL Practice Meets Standards</b>	<b>INTEGRATING/ EXEMPLARY Practice Exceeds Standards</b>	<b>INNOVATING Practice Exceeds Standards</b>
<b>1.1 The Teacher Librarian shares in the leadership for the curricular, instructional, and professional development of the school and district.</b>	Does not actively participate in promoting library services within the school and district.	Understands the California curriculum frameworks and content standards, instructional techniques, and assessment methods.	Works as a partner to assist classroom teachers in developing instructional units and teaching strategies.	Participates in department meetings and serves on school and district committees.	Plans and implements staff development to increase the classroom teacher's integration of school library resources, information literacy, and library information and technologies into courses and instruction.

### Standard Two: Information-Seeking Expertise

<b>2.1 The library media teacher provides information-seeking expertise for the school and district.</b>	Manages the circulation of library materials with minimal instruction to students and staff.	Manages efficient student and staff use of library print and digital information resources, and information and communication technologies.	Assesses and develops the library media center's collection of resources to align with the needs of students, staff, community, and the curriculum.	Teaches students and staff how to evaluate print and digital information for reliability and relevance. Intervenes at appropriate times with strategies to assist students and staff in order to create self-reflective, independent library researchers.	Assess and informs the learning community about developments in information resources and emerging technologies.
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### Standard Three: Reading Comprehension

	<b>UNSUCCESSFUL Practice Does Not Meet Standards</b>	<b>BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards</b>	<b>SUCCESSFUL Practice Meets Standards</b>	<b>INTEGRATING/ EXEMPLARY Practice Exceeds Standards</b>	<b>INNOVATING Practice Exceeds Standards</b>
<b>3.1 The Teacher Librarian collaborates with other teachers to advance reading comprehension and foster a love of reading.</b>	Provides access to reading materials with minimal guidance provided to students and staff.	Shares knowledge about children's, young adults, and adult literature with the school community.	Collaborates with all teachers to integrate literature into instruction. Provides reading guidance to students and encourages independent reading for enjoyment.	Uses appropriate motivational methods, such as book talks, lists of recommended materials, etc. to advance reading achievement and enrichment.	Works with teachers and parents to build a community of readers and lifelong learners by promoting critical reading, listening, and viewing among students.

### Standard Four: Information Literacy

<b>4.1 The library media teacher collaborates with other teachers and the community to integrate the best uses of information and communication technologies into the curriculum and instruction.</b>	Provides minimal instruction and guidance to students and staff on the use of library resources.	Orients students to the purposes, organization, procedures, and uses of the library	Collaborates with teachers to plan, design, teach, and assess lessons, units, and projects that integrate information literacy to increase student learning.	Collaborates in teaching grade-appropriate research projects that requires the use of print and digital information resources.	Teaches students and staff ethical and legal concepts of information use, including copyright and fair use, correct methods of citing sources and avoiding plagiarism.
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### Standard Five: Information Technology

<b>5.1 The library media teacher collaborates with other teachers and the community to integrate the best uses of information and communication technologies into the curriculum and instruction.</b>	Focuses on print resources in the library, minimizing support for current information technology.	Teaches strategic use of the library's catalog, online databases and other digital resources for research, assignments, and personal use.	Teaches students and staff how to evaluate Web sites for authority, accuracy, currency, bias, and usefulness.	Supports students and staff in the use of advanced media technologies, including graphics, photography, audio, video, information databases, etc.	Creates and maintains a school library Web site, providing extensive digital resources for students, staff, and community.
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**Standard Six: School Library Media Program**

	<b>UNSUCCESSFUL Practice Does Not Meet Standards</b>	<b>BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards</b>	<b>SUCCESSFUL Practice Meets Standards</b>	<b>INTEGRATING/ EXEMPLARY Practice Exceeds Standards</b>	<b>INNOVATING Practice Exceeds Standards</b>
<b>6.1 The Teacher Librarian administers the school library media program.</b>	Does not make good use of library funds, resources, and personnel.	Develops and manages budgets to optimize the school library media program.	Trains and supervises library paraprofessional personnel, student aides, and adult volunteers.	Identifies school library media staffing needs, the writing of job descriptions and competencies, hiring and evaluation of library media staff.	Uses best practices of education to develop and implement policies that integrate the school library media program into the school's mission, goals, and curriculum.

**Standard Seven: Library Collection**

<b>7.1 The library media teacher develops a library collection that supports the school's curriculum and state content standards.</b>	Collection is outdated and fails to meet the needs of students and staff.	Solicits recommendations from other teachers, administrators, community, and students in selecting school library resources.	Selects print and digital resources based on selection policies, professional selection tools, and evaluation criteria that meet the curricular and personal needs of students and staff.	Selects library resources that support the state curriculum content standards and ensure a broad range of points of view, formats, levels of difficulty, interests, and languages.	Selects resources that meet the needs of all students including: second-language learners, special education students, disabled, and gifted learners.
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### Standard Eight: Management of Information Resources

	<b>UNSUCCESSFUL Practice Does Not Meet Standards</b>	<b>BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards</b>	<b>SUCCESSFUL Practice Meets Standards</b>	<b>INTEGRATING/ EXEMPLARY Practice Exceeds Standards</b>	<b>INNOVATING Practice Exceeds Standards</b>
<b>8.1 The Teacher Librarian manages the school library information resources.</b>	Provides limited support for technology resources in the library.	Provides and manages library information and communication technologies to enable students, staff, and community to access, use, produce, and communicate ideas and information.	Manages student use of the library computers, printers, scanner, copies, and equipment in alignment with the school and district policies and acceptable use.	Ensures that library information and technology plans are integrated into school and district technology plans	Works with school and district technology coordinators and technicians to integrate library information and communication technologies into the school's digital infrastructure.

### Standard Nine: Library Facility

<b>9.1 The Teacher Librarian designs an accessible, efficient, and inviting facility for student learning.</b>	Library scheduling is mismanaged and facility is not being used effectively to support the school.	Designs flexible schedules for class use of the library media center.	Communicates regularly to students, classroom teachers, and administrators about the school library media program.	Creates an attractive, friendly, and stimulating library media center climate and facility for the entire learning community.	Displays student work that reflects collaboration between the library and the classroom.
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### Standard Ten: Evaluates Library Program

<b>10.1 The library media teacher plans and evaluates the school library media program.</b>	Maintains a basic level of service without a focus on areas for improvement.	Assess daily operations and incorporate user input to sustain a cycle of continuous improvement.	Collects multiple types of data on student performance in order to implement evidence-based practices that continue to promote high student achievement.	Collaborates with others in aligning the school library media program with the school's missions, goals, and curriculum.	Writes and revises the school library media plan aligned with school improvement, technology, and other school and district plans.
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**Standard Eleven: Professional Growth**

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<b>11.1 The Teacher Librarian participates in and seeks out professional growth and learning opportunities.</b>	Does not take advantage of learning and professional growth opportunities.	Participates with other teachers in school and district curricular staff development	Volunteers to participate on school, district, and other task forces and committees. Attends school library workshops and conferences.	Accepts positions of leadership in the school, community, and school library profession. Reads professional literature to remain current.	Advocates for strong school library media programs in the community, state, and nation.

**Standard Twelve: Fulfilling Professional Responsibilities**

<b>12.1 Establishing and maintaining effective relationships with those contacted in the course of work</b>	Is uncooperative toward students, staff, and families. Is unconcerned about forming effective working relationships. Does not strive to work as a team member.	Inconsistently demonstrates effective working relationships with students, staff, families. Inconsistent attitude and motivation level.	Maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.	Maintains motivation and commitment to students, families, and staff. Demonstrates professional integrity, and challenges self intellectually and creatively.	A leader in the professional community, a model of professional integrity; collaborates intellectually and creatively with staff, families, community, and students.
<b>12.2 Complying with established site, district, and state regulations, rules, policies, contracts, and laws</b>	Is unfamiliar with site and district policies and regulations. Lacks initiative to find information related to rules and regulations.	Shows little interest in adhering to district or site policies. May follow some rules and procedures, but ignores others.	Complies with site and district policies and regulations. Is willing to participate in policy discussions and offers suggestions through appropriate channels for improving procedures.	Complies with all site and district policies. Takes initiative to discuss possible improvements for site and district policies, rules, regulations, and procedures.	Actively supports the adherence to site and district policies. May serve on a site or district level committee to review and revise rules, regulations, policies. Assists colleagues in following site rules and procedures.

## A Developmental Continuum of Teacher Librarian Abilities

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	<b>UNSUCCESSFUL Practice Does Not Meet Standards</b>	<b>BEGINNING/ NEEDS IMPROVEMENT Practice Partially Meets Standards</b>	<b>SUCCESSFUL Practice Meets Standards</b>	<b>INTEGRATING/ EXEMPLARY Practice Exceeds Standards</b>	<b>INNOVATING Practice Exceeds Standards</b>
<b>12.3 Fulfilling assigned reports and duties</b>	Fails to attend or arrives late to required meetings. Avoids assigned duties. Submits late, careless, or inaccurate reports.	Needs frequent reminders regarding meetings and other duties. Reports are sometimes late or inconsistently accurate. Rarely participates during required meetings.	Attends meetings and other assigned duties. Is dependable, prompt, and accurate in completing reports. Participates during required meetings.	Performs assigned duties at both site and district level. Takes initiative to offer additional services to students and staff. Actively participates and contributes during meetings.	An acknowledged site and district leader in performance of professional duties. Positively contributes to school and district culture by recommending improvements regarding routine duties.