

## IMPLEMENTATION SUPPORT FOR SCHOOL LIBRARIANS 1.A

**Standard I: Curriculum, Planning, and Assessment.** The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

**Indicator I-A.** Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence	Student Look-Fors DRAFT
I-A-I. Subject Matter Knowledge	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject	The proficient school librarian administers a library in which the materials and environment facilitate independent and collaborative learning. Furthermore, the proficient school librarian demonstrates subject matter knowledge by making broad use of current technology and literature to engage students in learning opportunities that encompass Common Core standards as well	The proficient school librarian: <ul style="list-style-type: none"> <li>• Administers the library program, including maintaining and developing the collection; managing circulation of resources; managing staff and/or volunteers; managing and maintaining technology resources</li> <li>• Demonstrates knowledge of the Common Core Standards and school curricula when planning collaborative</li> </ul>	Students collaborate with peers to use technology for research to meet information needs in order to develop, publish and/or present new knowledge to authentic audiences.  Students use multiple resource types and formats as a general rule to seek a balanced and global perspective.

		<p>as district and school curricula.</p>	<p>projects with teachers and acquiring resources for the collection</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of media literacy skills, and the research process</li> <li>• Teaches students and teachers how to use technology to access, curate and share information; express opinions, and create products that demonstrate new learning</li> </ul>	
<p>I-A-2. Child and Adolescent Development</p>	<p>Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.</p>	<p>The proficient school librarian develops the collection and lessons to meet the developmental levels and learning styles of the students.</p>	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• Selects materials to support learners at various developmental levels and abilities</li> <li>• Promotes reading with high-quality and high-interest literature that reflect the diverse developmental, cultural, social and linguistic needs of the students</li> <li>• Fosters a student-centered, inquiry-based</li> </ul>	<p>Students demonstrate that they know how to use the organization of the library and elements of a book (inside flap, back cover, table of contents) to identify and choose material that interests them.</p> <p>Students are able to use a variety of means (online catalog, shelf browsing, online recommendation tools) to find fiction and nonfiction reading choices of interest.</p>

			approach to learning	
I-A-3.Ri gor ous Sta nda rds- bas ed Unit Des ign	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	The proficient school librarian collaborates with teachers to plan curriculum-based projects. Furthermore, the proficient school librarian maintains and promotes a collection of up-to-date and appropriate literature for classroom use and independent reading.	The proficient school librarian: <ul style="list-style-type: none"> <li>• Regularly collaborates with teachers to plan and co-teach curriculum-based projects and to design appropriate assessments, rubrics, and checklists</li> <li>• Participates in creating and implementing district determined measures that demonstrate appropriate acquisition of information literacy and research skills</li> <li>• Ensures resources support the curriculum by regularly communicating with faculty about curriculum topics and staying current on Massachusetts frameworks</li> <li>• Provides professional development to faculty, especially to promote technology integration and reading</li> </ul>	<p>Students use a collaboratively designed rubric in order to ensure that they meet the learning outcomes of the assignment. This may include an assessment on the access and use of a range of resource types and formats.</p> <p>Students and families make use of social media including their website, BLOG, facebook (as appropriate) and/or twitter to promote monthly information. School Librarian is a frequent contributor to whole school bulletins or newsletters where applicable.</p>

<p>I-A-4. Well-structured lessons</p>	<p>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</p>	<p>The proficient school librarian teaches information and research skills through whole-class, small group and individual instruction that is well-planned and has clear objectives. Lessons may be taught by the librarian alone or in collaboration with other teachers.</p>	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• Can state the objective, assessment, and steps planned for students for each formal learning experience that occurs in the library</li> <li>• Provides individualized instruction in research skills and technology as needed</li> <li>• Assists students in finding appropriate materials for independent reading</li> </ul>	<p>Students explain the essential question for the problem or project at hand.</p> <p>From essential question(s) students pursue authentic inquiry and can answer why the research is relevant, what resources can they expect to find.</p> <p>Students identify key words, concepts, and/or synonyms, for topic and uses them to further research.</p>
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**IMPLEMENTATION SUPPORT FOR SCHOOL LIBRARIANS 1.B-1.C**

**Standard I: Curriculum, Planning, and Assessment.** The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

**Indicator I-B.Assessment:** Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

<b>I-B. Elements</b>		<b>Knowledge, Skills, &amp; Responsibilities</b>	<b>How it Might Look &amp; Potential Sources of Evidence</b>	<b>Student Look-Fors</b>
I-B-1. Variety of Assessment Methods	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	The proficient school librarian collaborates with classroom teachers to assess student growth in skills related to research, media and technology. The proficient school librarian also gauges library's effectiveness at supporting each member of the school community	The proficient school librarian: <ul style="list-style-type: none"> <li>• Participates in creating and implementing District Determined Measures for information literacy and research skills</li> <li>• Conducts formal and informal assessments such as polls, surveys, exit tickets, observations, and discussions</li> <li>• Reviews circulation and collection statistics</li> </ul>	When participating in guided inquiry/information literacy learning, students participate in discourse with the library teacher in order to ensure that they are independently acquiring the research skills appropriate for their grade level.  Student exit tickets convey either an interest is satisfied or a skill is implemented.

<p>I-B-2. Adjustment to Practice</p>	<p>Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify appropriate differentiated interventions and enhancements for students.</p>	<p>The proficient school librarian gathers information and uses that information to adjust practice toward intended outcomes.</p>	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• Reviews student work independently and with collaborating teachers to determine if all students were successful learners</li> <li>• Continually looks to add resources and use technology to support diverse learning styles and abilities</li> <li>• Solicits input from students following research projects and other lessons regarding their experience and asking for suggestions for improvement</li> <li>• Updates and revises projects and lessons to reflect new and better resources and technology</li> <li>• Participates regularly and appropriately in formal and informal professional development and integrates new learning and practices into lessons and projects</li> </ul>	<p>Student works cited has comments by library teacher.</p> <p>Students choose from a number of options to show proficiency</p> <p>Seeks a variety of resources with diverse opinions and points of view and evaluates them based on authority, accuracy, point of view, and reliability, particularly when investigating controversial, historical or culturally based topics.</p> <p>Students independently draw clear and appropriate conclusions supported by evidence and examples.</p> <p>Communicate new understandings through independently designing, inventing, composing, transplanting and constructing.</p>
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Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately

<b>I-C. Elements</b>		<b>Knowledge, Skills, &amp; Responsibilities</b>	<b>How it Might Look &amp; Potential Sources of Evidence</b>	<b>Student Look Likes</b>
I-C-1. Analysis and Conclusions	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	The proficient school librarian shares information about the library successes and challenges with the school community	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>Evaluates curriculum projects and improves library resources and practice based on student outcomes.</li> <li>Reports to administrators, faculty and other colleagues about library usage using data from collection analyses, circulation statistics, database usage, etc.</li> <li>Reports to administrators and</li> </ul>	<p>Student attendance sign-ins, teacher/librarian collaboration forms, and circulation statistics are employed so that each student is using the library regularly over the course of his or her school year.</p> <p>Students are able to access culturally and linguistically sustaining, relevant and age appropriate physical and digital texts within a library collection that is up-to-date and infused with new and significant literature.</p>

			<p>other appropriate members of the school community regarding the funding needs of the school library when developing an annual library budget</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
I-C-2. Sharing Conclusions with Colleagues	<p>Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.</p>	<p>The proficient school librarian communicates regularly with teacher and administrators through conversations, newsletters, email, social media, professional development.</p>	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• Provides the school community with regular updates about library resources, through activities such as displaying new books, creating curriculum topic pathfinders, updating the library website, contributing to the school newsletter etc.</li> <li>• Provides administrators with an annual library report and information about budget needs</li> </ul>	<p>Students independently use the school library/learning commons web page in order to locate and access desired information, physical and digital texts.</p>
I-C-3. Sharing Conclusions with Students	<p>Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how</p>		<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• Engages with students when they are in the library</li> <li>• Provides feedback and guidance at the point of need</li> <li>• Shares the</li> </ul>	<p>Students and families have detailed in-school and out-of-school library access <b>protocols to</b> support student performance through intervention and enhancement.</p>



	students can improve their performance.		responsibilities for assessing student research projects with collaborating teachers	
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**IMPLEMENTATION SUPPORT FOR SCHOOL LIBRARIANS - II.A-II.B**

**Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.**

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, need interests, and levels of readiness.

<b>II-A. Elements</b>		<b>Knowledge, Skills, &amp; Responsibilities</b>	<b>How it Might Look &amp; Potential Sources of Evidence</b>	<b>Student Look-Fors</b>
II-A-1. Quality of Effort and Work	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	The proficient school librarian collaborates with teachers to find and create exemplars and rubrics for research projects	A proficient school librarian: <ul style="list-style-type: none"> <li>• Helps to create exemplars and rubrics for research projects that address both curriculum content and research skills</li> <li>• Teaches students appropriate research skills to support project based learning, such as crafting a research</li> </ul>	<p>Students develop and facilitate answering their own essential questions or thesis statement by accessing and synthesizing a range of information resource types and formats.</p> <p>Students use a rubric that may include a self-evaluation, research skills, guided inquiry dispositions, learning demonstration (i.e. writing, oral presentations, digital presentation skills), and citations/bibliography.</p> <p>Develops and refines the topic, problem, or</p>

			question or thesis statement, collecting information from print and digital resources, collecting data, and using proper citations	<p>question independently to arrive at a worthy and manageable topic for inquiry.</p> <p>Identifies key words, concepts, and/or synonyms, both stated and implied, for topic and uses them to further research.</p> <p>Independently, identifies own strengths and sets goals for improvement.</p>
II-A-2. Student Engagement	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	The proficient school librarian uses a variety of teaching strategies and resources designed to engage students with different abilities and learning styles	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>Offers a range of high-quality print and nonprint materials to engage students in voluntary reading and personal and academic research</li> <li>Provides access to and instruction in technologies designed to help students investigate, share, and produce information and encourages inquiry-based learning</li> </ul>	<p>Students independently use the school library/learning commons web page in order to locate and access desired information, physical and digital texts.</p> <p>Students are able to access culturally relevant and age appropriate physical and digital texts within a library collection that is up-to-date and infused with new and significant literature.</p>
II-A-3. Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with	The proficient school librarian develops a balanced collection that supports a variety of instructional strategies; supports diverse learning styles, interests, and abilities of users; and reflects the diversity of the	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>Provides a balanced collection</li> <li>Informs teachers about resources and technologies that can be used to support all learners and differentiated instruction</li> </ul>	Students choose from a number of options to show proficiency

	disabilities and English Language Learners.	library community. Furthermore, a proficient school librarian demonstrates awareness of school curricula, District Determined Measures, and Massachusetts frameworks, and participates in school-wide discourse on these subjects.	<ul style="list-style-type: none"> <li>• Participates in curriculum committees and teams at the school and district levels</li> <li>• Invites input from faculty and students during collection development</li> </ul>	
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Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

<b>II-B. Elements</b>		<b>Knowledge, Skills, &amp; Responsibilities</b>	<b>How it Might Look &amp; Potential Sources of Evidence</b>	<b>Student Look-Fors</b>
II-B-1. Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	The proficient school librarian communicates consistent expectations in the library environment with established routines	The proficient school librarian: <ul style="list-style-type: none"> <li>• Provides library orientation sessions to familiarize students with basic library routines and expectations</li> <li>• Trains library staff and/or volunteers to model behaviors and maintain a safe learning environment</li> </ul>	Students transition to the library seamlessly and display appropriate behavior.  They understand consequences of inappropriate conduct.  They are respectful of the library expectations that have been put in place.  Students are able to work individually or in groups to access

			<ul style="list-style-type: none"> <li>•Provides project feedback and research assistance in a positive and supportive manner</li> <li>•Engages students on a personal level and treats them with respect</li> <li>•</li> </ul>	information.
II-B-2. Collaborative Learning Environment	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	The proficient school librarian creates a welcoming physical space and online platforms to support collaborative learning; works with teachers to develop and support collaborative curriculum projects	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• Creates spaces within the library for classes, small groups, and individual students and/or teachers to work</li> <li>•Teaches and supports the use of online tools that enable collaborative learning</li> <li>• Actively works with teachers to develop projects that hold all students accountable for contributing to a group project</li> </ul>	.
II-B-3. Student Motivation	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves	The proficient school librarian knows the school curriculum, and the Massachusetts frameworks well enough to encourage independent learning and enable personalized instruction	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• Stays apprised of student projects and individual interests to provide feedback and expose students to additional resources</li> <li>• Engages students in research process and</li> </ul>	<p>Students choose from a number of options to show proficiency</p> <p>Students feel comfortable going to the librarian to ask for help in reader's advisory or during research.</p>

	to learn.	by guiding teachers and students to appropriate resources.	<p>encourages appropriate depth of research</p> <ul style="list-style-type: none"> <li>• Solicits student input regarding library projects, collection development, and technology use</li> <li>• Provides appropriate collection of books for pleasure reading and materials for students who wish to pursue personal research</li> <li>• Seeks opportunities to work with students individually and in groups to motivate students to read based on personal interest and academic need</li> </ul>	
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**IMPLEMENTATION SUPPORT FOR SCHOOL LIBRARIANS - II.C-II.D**

**Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.**

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.

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II-C. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence	Student Look-Fors
II-C-1. Respects Differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	The proficient school librarian develops a balanced collection of print and nonprint materials that supports the diverse developmental, cultural, social and linguistic needs of school community members as well as reflects minority viewpoints and diverse student experience.	The proficient school librarian has an up-to-date collection policy and materials reconsideration policy approved by school committee in order to maintain a safe intellectual and cultural environment.	<p>Students are eager to access materials that reflect their own personal backgrounds. Students are interacting with materials they can identify with.</p> <p>Students independently access culturally relevant physical and digital texts that meet their ability levels for learning outcomes and interests for extracurricular independent reading.</p> <p>They recognize different points of view and synthesizes ideas gathered from multiple sources.</p> <p>Consistently uses writing process to develop new understandings and create products</p>
II-C-2. Maintains Respectful Environment	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	The proficient school librarian establishes a learning environment that welcomes and supports all members of the school community.	The proficient school librarian builds collections that reflect the diversity of the school community and provides insight into other communities	<p>Students independently access culturally relevant physical and digital texts that meet their ability levels for learning outcomes and interests for extracurricular independent reading.</p> <p>Analyzes different points of view and synthesizes ideas gathered from multiple</p>

sources.

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

II-D. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence	Student Look-Fors
II-D-1. Clear Expectations	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	The proficient school librarian supports the school's academic integrity policies, and instructs and promotes digital citizenship.	The proficient school librarian: <ul style="list-style-type: none"><li>• develops rubrics and checklists for projects in collaboration with teachers to support digital citizenship and academic integrity policies</li><li>• teaches lessons on topics such as digital copyright, citing sources, note taking, and strategies to avoid inadvertent plagiarism that support ethical academic behavior</li></ul>	Evaluates own product and process throughout the work by gauging progress using a rubric collaboratively implemented/created by the teacher and librarian.  Employs citation and plagiarism protocols.
II-D-2. High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate	The proficient school librarian creates and scaffolds learning opportunities that support and challenge student growth in information and media	The proficient school librarian collaborates with teachers in all subject areas to develop projects and learning experiences that include exemplars,	Independently, identifies own strengths and sets goals for improvement.  Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary.

	ability.	literacy lessons.	clear rubrics and other assessments.	
II-D-3. Access to Knowledge	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	The proficient school librarian provides print and nonprint materials to enable access for all students. Materials are available electronically beyond the school day. Range of materials addresses rigor and accommodates learning differences.	The proficient school librarian has a collection with curriculum materials to support all students (e.g., ELL students; students with 504 plans, students on IEPs, students who need academic challenge) in the library and digital collections.	Students independently access physical and digital, 24/7 available library collections that offers cross-referenced, resources organized by genre, course content, and interest and ability needs.  Students choose from a number of options to show proficiency

**IMPLEMENTATION SUPPORT FOR SCHOOL LIBRARIANS - III**

**Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.**

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

	<b>Knowledge, Skills, &amp; Responsibilities</b>	<b>How it Might Look &amp; Potential Sources of Evidence</b>	<b>Student Look-Fors</b>
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<p>Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.</p>	<p>The proficient school librarian provides access to the physical library for students and families throughout the school day and continual access to the library's digital resources. Furthermore, the proficient school librarian communicates with families regarding library resources and programs.</p>	<p>The proficient school librarian has established methods of communicating with families that include a current website, access to information resources that include the online catalog and databases, the school newsletter, and other methods that may include blogs and/or other social media.</p>	<p>Students use established methods of communication to share reading lists, library programs, online databases and any other resources they access for their academic and/or extracurricular learning.</p>
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Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

	<p><b>Knowledge, Skills, &amp; Responsibilities</b></p>	<p><b>How it Might Look &amp; Potential Sources of Evidence</b></p>	
<p>Consistently provides parents with clear, user-friendly expectations for student learning and behavior.</p>	<p>The proficient school librarian shares with families the student expectations that promote a positive learning environment.</p>	<p>The proficient school librarian uses social media, open house events, personal interaction, school newsletters, library website, or other means to build connections with families in a way that both encourages</p>	<p>Students describe library expectations, resources for reading for pleasure and programs to families during school events, open houses, or personal interactions.</p>

		reading for pleasure and supports academic excellence.	
<p>Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</p>	<p>The proficient school librarian provides resources to support all learners, and regularly provides faculty and parents with information about these resources and their potential for supporting a wide range of students. Translated and multilingual materials are available for ELL families as appropriate.</p>	<p>The proficient school librarian uses a variety of communication strategies, including the library website, parent meetings, social media, school newsletters, etc. to provide faculty and parents with information about:</p> <ul style="list-style-type: none"> <li>• print and electronic resources, especially those available to support student homework</li> <li>• training opportunities for parents and students regarding library resources and assistive technologies</li> </ul> <p>The proficient school librarian ensures that materials for families are translated into languages commonly spoken by members of the school community</p>	<p>Students access physical and/or digital translated or relevant materials for families when needed.</p> <p>Students access the library website from home for conducting research or finding recreational reading.</p> <p>Students access online learning activities from home through the library website.</p>

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

	<b>Knowledge, Skills, &amp; Responsibilities</b>	<b>How it Might Look &amp; Potential Sources of Evidence</b>	<b>Student Look-Fors</b>
<p>Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.</p>	<p>The proficient school librarian provides communication to families about library programs, welcomes questions from families, and provides opportunities for families to provide feedback to the librarian.</p>	<p>The proficient school librarian regularly communicates with the school community using a variety of strategies to support technology integration, increase awareness of print and electronic resources, and encourage academic integrity and rigor, including:</p> <ul style="list-style-type: none"> <li>• newsletters or website with contact information</li> <li>• email, social media, conversations with parents, parent/teacher meetings</li> <li>• presentations, after-school or evening workshops</li> </ul>	<p>Students locate and share physical and digital library resources including newsletters, parent/student library guides and “how-to’s” for accessing digital, subscription based resources.</p>
<p>Always communicates respectfully with families and</p>	<p>The proficient school librarian crosses barriers (of language,</p>	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• provides</li> </ul>	<p>Families have multiple means and platforms to quickly connect with the librarian with questions, problems, or concerns.</p>

<p>demonstrates understanding of and sensitivity to different families' home language, culture, and values.</p>	<p>culture and technology) to enable communication with families.</p>	<p>translations of regular communication to non-English speaking families</p> <ul style="list-style-type: none"><li>• provides communication in paper formats for families without technology access</li><li>• collaborates with the school-based ELL teacher to facilitate communication</li><li>• maintains library hours that provide technology access to students and families without home-based access.</li></ul>	<p>Depending on the school's schedule students access the library during lunch, before and after school.</p>
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**IMPLEMENTATION SUPPORT FOR SCHOOL LIBRARIANS - IV.A-IV.C**

**Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.**

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, exam issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

IV-A. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence	Student Look-Fors
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	The proficient school librarian evaluates completed lessons and research projects in conjunction with collaborating teachers and students to refine and improve them and to determine the need for additional instruction and resources	The proficient school librarian: <ul style="list-style-type: none"> <li>● Reviews student work independently and with collaborating teachers to determine if all students were successful learners</li> <li>● Continually looks to add resources and use technology to support diverse learning styles and abilities</li> <li>● Solicits input from students following research projects and other lessons regarding their</li> </ul>	Without prompting from the librarian, students respectfully, productively, and equitably in pairs or groups, and use library resources and seek each other out as resources when necessary.  Students are able to revise their work independently and suggest to the librarian possible changes in their learning or addition to their resources.

			<p>experience and asking for suggestions for improvement</p> <ul style="list-style-type: none"> <li>• Updates and revises projects and lessons to reflect new and better resources and technology</li> <li>• Participates regularly and appropriately in formal and informal professional development and integrates new learning and practices into lessons and projects</li> </ul>	
<p>IV-A-2. Goal Setting</p>	<p>Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.</p>	<p>The proficient school librarian sets SMART goals that are standards based and data driven, and plans goals consistent with school-wide goals. Goals may include aspects of facility management.</p>	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• demonstrates reflective practice in the form of collaborative discussions with teachers to review student achievement goals</li> <li>• uses insights and knowledge from professional development, data collected about library usage, and information about</li> </ul>	<p>Student work reflects assessments directly related to information literacy/guided inquiry pedagogical practices.</p>

			school initiatives to set annual goals	
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with  
Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different

<b>IV-B. Elements</b>		<b>Knowledge, Skills, &amp; Responsibilities</b>	<b>How it Might Look &amp; Potential Sources of Evidence</b>	<b>Student Look-Fors</b>
IV-B-1. Professional Learning Growth	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	The proficient school librarian actively participates in professional development opportunities and professionally directed social media, reads professional journals, and stays current with forward movement of the school library profession. Afterwards, a proficient school librarian reflects and	The proficient school librarian: <ul style="list-style-type: none"> <li>• has membership in professional organizations such as Massachusetts School Library Association (MSLA), Massachusetts Computer User Educators (MassCUE), American Association of School Librarians (AASL),</li> </ul>	Students access new resources and describe new learning strategies and implements new technologies.

		brings new practice and pedagogy back to school-based curriculum and instruction.	American Library Association (ALA) <ul style="list-style-type: none"> <li>subscribes to and reads professional journals</li> <li>may participate in online professional groups</li> </ul>	
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Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

IV-C. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence	Student Look-Fors
IV-C-1. Professional Collaboration	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	The proficient school librarian actively collaborates with other teachers on lessons and assessments, engages in curriculum development to incorporate information and media literacy skills, and provides professional development opportunities to faculty.	The proficient school librarian actively participates in curriculum development, professional development, provides leadership in identifying and promoting new information resources and technologies to the school community.	<p>Students access new resources and describe new learning strategies and implements new technologies.</p> <p>Students demonstrate grade-level proficiency with the national, state and district Guided Inquiry and Information Literacy standards.</p>



**IMPLEMENTATION SUPPORT FOR SCHOOL LIBRARIANS - IV.D-IV.F**

**Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.**

Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

IV-D. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence	
IV-D-1. Decision Making	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	The proficient school librarian is an active member of school-based curriculum and leadership teams that providing expertise on information and media literacy, informational technology, and library resources for differentiation. Such teams may include curriculum, instructional technology, NEASC planning, District Determined Measures, vertical alignment, etc.	The proficient school librarian: <ul style="list-style-type: none"> <li>● Contributes information about available print and technology to help teachers differentiate instruction and support a variety of learning styles</li> <li>● Creates curriculum pathfinders, book lists, website pages, etc to collect resources for specific purposes</li> <li>● Uses knowledge of the curriculum and Common Core Standards to help</li> </ul>	<p>Students independently use a range of physical and digital texts over the course of a collaboratively planned resource-based learning project including academic content/course related curated pathfinders with a range of relevant databases and websites, reserve carts with physical texts that may be leveled, and well-labeled shelving for independent searching.</p> <p>Students demonstrate grade-level proficiency Guided Inquiry &amp; Information Literacy standards based crosswalked with the Common Core, the American Association of School Libraries and the Empire State Information Fluency Standards.</p>

			create cross-curricular and cross-grade level projects and to assist with vertical alignment of curriculum	
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Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

<b>IV-E. Elements</b>		<b>Knowledge, Skills, &amp; Responsibilities</b>	<b>How it Might Look &amp; Potential Sources of Evidence</b>	
IV-E-1. Shared Responsibility	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	The proficient school librarian articulates and models the responsibilities of digital citizenship regarding plagiarism, intellectual freedom, intellectual property, and the right to privacy.	<p>The proficient school librarian:</p> <ul style="list-style-type: none"> <li>• maintains a website that is regularly updated with new content that reflects instructional work with students, as well as up-to-date resources for reading, inquiry activities, and responsible digital citizenship</li> <li>• actively participates in supporting school culture through providing consistent and posted school behavioral</li> </ul>	<p>Students use the school library website to learn about new books, library events, analyzing internet content, digital apps, links to school blogs/bulletins, educational games, and virtual makerspace activities.</p> <p>Students participate in co-creating the school library web presence.</p> <p>Based on the Virtual Learning Commons model, students participate creating school library website content such as reviewing new books, sharing extracurricular interests.</p>

			expectations, school library hours, and supporting and participating in extracurricular school events.	
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Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

IV-F. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence	
IV-F-1. Judgment	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	The proficient school librarian meets all school-based expectations regarding professional obligations. Furthermore, the proficient school librarian ensures library patron privacy protection and access to information, and has a school-committee approved policy manual in place that	The professional school librarian: <ul style="list-style-type: none"> <li>Protects patron privacy and access to information using the ALA Library Bill of Rights, Freedom to Read, and Access to Information forms</li> <li>Works with administrators to use school-committee approved policies to address any concerns or challenges</li> </ul>	<p>Students recognize librarian as someone who will safeguard their personal information.</p> <p>Students can define plagiarism and create bibliography for personalized, resource/research based learning projects and assignments.</p> <p>Seeks a variety of resources with diverse opinions and points of view and evaluates them based on authority, accuracy, point of view, and reliability, particularly when investigating controversial, historical or culturally based topics.</p>

		<p>covers materials selection, patron privacy, reconsideration of materials, and ethical use of information.</p>	<p>regarding collection development or challenges to specific items in the collection</p> <ul style="list-style-type: none"> <li>● Teaches students ethical use of information, such as explaining the school's Acceptable Use Policy, addressing issues of plagiarism, and teaching appropriate citations</li> </ul>	<p>Cites all sources used according to standard style formats.</p>
<p>IV-F-2. Reliability &amp; Responsibility</p>	<p>Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</p>	<p>In addition to elements required of all teachers, the proficient school librarian provides the building principal with an annual report or other documentation about the state of the library.</p>	<ul style="list-style-type: none"> <li>● In addition to elements required of all teachers, the proficient school librarian provides the building principal with an annual report or other documentation that may include: <ul style="list-style-type: none"> <li>○ general library use; circulation statistics, class visits, resource usage</li> <li>○ standards addressed via taught curriculum</li> <li>○ technology inventory</li> <li>○ budget and purchasing</li> <li>○ support of extracurricular school</li> </ul> </li> </ul>	<p>Students independently locate and access library resources and can describe their relevance to their academic and extracurricular learning.</p> <p>Students have received and respond to feedback from librarian on their work.</p>

