

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE NATIONAL STANDARDS

Standard 1	New Learning is Connected to Prior Learning and Experience
What Teacher-Librarians Need to Demonstrate	National Association Standards American Association of School Librarians Standards (AASL)
Indicator 1 Teacher-Librarian independently and/or collaboratively activates all students' initial understandings of new concepts and skills	<ul style="list-style-type: none"> • AASL 1.4e builds upon learners' prior knowledge as needed for the learning task • AASL 1.4j uses differentiated strategies with respect to gender, reading ability, personal interests, and prior knowledge to engage learners in reading and inquiry • AASL 1.4i applies appropriate interventions to help learners perform tasks that they cannot complete without assistance
Indicator 2 Teacher-Librarian independently and/or collaboratively makes connections explicit between previous learning and new concepts and skills for all students	<ul style="list-style-type: none"> • AASL 1.4e builds upon learners' prior knowledge as needed for the learning task • AASL 1.4j uses differentiated strategies with respect to gender, reading ability, personal interests, and prior knowledge to engage learners in reading and inquiry
Indicator 3 Teacher-Librarian independently and/or collaboratively makes clear the purpose and relevance of new learning for all students	<ul style="list-style-type: none"> • AASL 1.4e builds upon learners' prior knowledge as needed for the learning task • AASL 1.4j uses differentiated strategies with respect to gender, reading ability, personal interests, and prior knowledge to engage learners in reading and inquiry
Indicator 4 Teacher-Librarian independently and/or collaboratively provides all students opportunities to build on or challenge initial understandings	<ul style="list-style-type: none"> • AASL 1.3a promotes critical thinking by connecting learners with the world of information in multiple formats • AASL 1.4g provides opportunities for learners to revise their work through feedback from educators and peers • AASL 1.4i stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity

Standard 2	Learning Tasks have High Cognitive Demand for Diverse Learners
What Teacher-Librarians Need to Demonstrate	National Association Standards American Association of School Librarians Standards (AASL)
Indicator 1 Teacher-Librarian independently and/or collaboratively provides tasks that purposefully employ all students' cognitive abilities and skills	<ul style="list-style-type: none"> • AASL 1.3a promotes critical thinking by connecting learners with the world of information in multiple formats • AASL 1.3c integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning • AASL 1.4i stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity • AASL 1.4j uses differentiated strategies with respect to gender, reading ability, personal interests, and prior knowledge to engage learners in reading and inquiry • AASL 1.4l applies appropriate interventions to help learners perform tasks that they cannot complete without assistance
Indicator 2 Teacher-Librarian independently and/or collaboratively provides tasks that place appropriate demands on each student	<ul style="list-style-type: none"> • AASL 1.3a promotes critical thinking by connecting learners with the world of information in multiple formats • AASL 1.3c integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning • AASL 1.4i stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity • AASL 1.4j uses differentiated strategies with respect to gender, reading ability, personal interests, and prior knowledge to engage learners in reading and inquiry • AASL 1.4l applies appropriate interventions to help learners perform tasks that they cannot complete without assistance
Indicator 3 Teacher-Librarian independently and/or collaboratively provides tasks that progressively develop all students' cognitive abilities and skills	<ul style="list-style-type: none"> • AASL 1.3a promotes critical thinking by connecting learners with the world of information in multiple formats • AASL 1.3c integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning • AASL 1.4i stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity • AASL 1.4j uses differentiated strategies with respect to gender, reading ability, personal interests, and prior knowledge to engage learners in reading and inquiry • AASL 1.4l applies appropriate interventions to help learners perform tasks that they cannot complete without assistance
Indicator 4 Teacher-Librarian operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	<ul style="list-style-type: none"> • AASL 1.2a acquires and promotes current, high-quality, high-interest collections of books and other reading resources in multiple formats • AASL 1.2b fosters reading for various pursuits, including personal pleasure, knowledge, and ideas • AASL 1.2d develops initiatives to encourage and engage learners in reading, writing, and listening for understanding and enjoyment • AASL 1.2f creates opportunities to involve caregivers, parents, and other family members in reading

Standard 3	Students Engage in Meaning-Making through Discourse and Other Strategies
What Teacher-Librarians Need to Demonstrate	National Association Standards American Association of School Librarians Standards (AASL)
Indicator 1 Teacher-Librarian independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students	<ul style="list-style-type: none"> • AASL 1.4g AASL provides opportunities for learners to revise their work through feedback from educators and peers • AASL 1.4i stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity
Indicator 2 Teacher-Librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representation	<ul style="list-style-type: none"> • AASL 1.3c integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning • AASL 1.3d guides students and teachers to formats most appropriate for the learning task • AASL 1.3h encourages the use of multiple formats to present data and information in compelling and useful ways
Indicator 3 Teacher-Librarian independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships	<ul style="list-style-type: none"> • AASL 1.4e builds upon learners' prior knowledge as needed for the learning task
Indicator 4 Teacher-Librarian independently and/or collaboratively structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students	<ul style="list-style-type: none"> • AASL 2.3b creates a friendly, comfortable, well-lit, aesthetically pleasing, and ergonomic space that is centrally located and well integrated with the rest of the school • AASL 2.3c provides sufficient and appropriate shelving and storage of resources • AASL 2.3e provides space and seating that enhance and encourage technology use, leisure reading and browsing, and use of materials in all formats • AASL 2.3g designs and maintains a library website that provides 24-7 access to digital information resources, instructional interventions, reference

Standard 4	Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning
What Teacher-Librarians Need to Demonstrate	National Association Standards American Association of School Librarians Standards (AASL)
Indicator 1 Teacher-Librarian and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	<ul style="list-style-type: none"> • AASL 1.4i stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity • AASL 1.5c solicits student input for the assessment of inquiry-based instructional units upon their completion • AASL 1.5d solicits student input for post- assessment of inquiry-based instructional units • AASL 1.5e uses formative assessments that give students feedback and the chance to revise their work • AASL 1.5f uses performance-based assessments, such as rubrics, checklists, portfolios, journals, observation, conferencing, and self-questioning • AASL 1.1d seeks input from students on the learning process
Indicator 2 Teacher-Librarian independently and/or collaboratively structures opportunities for self-monitored learning for all students	<ul style="list-style-type: none"> • AASL 1.4i stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity • AASL 1.5c solicits student input for the assessment of inquiry-based instructional units upon their completion • AASL 1.5d solicits student input for post- assessment of inquiry-based instructional units • AASL 1.5e uses formative assessments that give students feedback and the chance to revise their work • AASL 1.5f uses performance-based assessments, such as rubrics, checklists, portfolios, journals, observation, conferencing, and self-questioning • AASL 1.1d seeks input from students on the learning process
Indicator 3 Teacher-Librarian independently and/or collaboratively supports all students to take actions based on the students' own self- monitoring processes	<ul style="list-style-type: none"> • AASL 1.4i stimulates critical thinking through the use of learning activities that involve application, analysis, evaluation, and creativity • AASL 1.5c solicits student input for the assessment of inquiry-based instructional units upon their completion • AASL 1.5d solicits student input for post- assessment of inquiry-based instructional units • AASL 1.5e uses formative assessments that give students feedback and the chance to revise their work • AASL 1.5f uses performance-based assessments, such as rubrics, checklists, portfolios, journals, observation, conferencing, and self-questioning • AASL 1.1d seeks input from students on the learning process

Standard 5	Assessment is Integrated into Instruction
What Teacher-Librarians Need to Demonstrate	<p style="text-align: center;">National Association Standards American Association of School Librarians Standards (AASL)</p>
Indicator 1 Teacher-Librarian independently and/or collaboratively plans on-going learning opportunities based on evidence of all students' current learning status	<ul style="list-style-type: none"> • AASL 1.4.h uses formative assessments to guide learners and assess their progress • AASL 1.4I applies appropriate interventions to help learners perform tasks that they cannot complete without assistance • AASL 1.5a implements critical analysis and evaluation strategies • AASL 1.5b uses summative assessments of process and product in collaboration with teachers • AASL 1.5c solicits student input for the assessment of inquiry-based instructional units upon their completion • AASL 1.5d solicits student input for post- assessment of inquiry-based instructional units • AASL 1.5e uses formative assessments that give students feedback and the chance to revise their work • AASL 1.5f uses performance-based assessments, such as rubrics, checklists, portfolios, journals, observation, conferencing, and self-questioning • AASL 1.5g creates rubrics for student work that integrate curricular, informational, and critical thinking standards • AASL 1.5h documents student progress through portfolios that demonstrate growth
Indicator 2 Teacher-Librarian independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria	<ul style="list-style-type: none"> • AASL 1.4.h uses formative assessments to guide learners and assess their progress • AASL 1.4I applies appropriate interventions to help learners perform tasks that they cannot complete without assistance • AASL 1.5a implements critical analysis and evaluation strategies • AASL 1.5b uses summative assessments of process and product in collaboration with teacher • AASL 1.5c solicits student input for the assessment of inquiry-based instructional units upon their completion • AASL 1.5d solicits student input for post- assessment of inquiry-based instructional units • AASL 1.5e uses formative assessments that give students feedback and the chance to revise their work • AASL 1.5f uses performance-based assessments, such as rubrics, checklists, portfolios, journals, observation, conferencing, and self-questioning • AASL 1.5g creates rubrics for student work that integrate curricular, informational, and critical thinking standards • AASL 1.5h documents student progress through portfolios that demonstrate growth
Indicator 3 Teacher-Librarian independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson of all students	<ul style="list-style-type: none"> • AASL 1.4.h uses formative assessments to guide learners and assess their progress • AASL 1.4I applies appropriate interventions to help learners perform tasks that they cannot complete without assistance • AASL 1.5a implements critical analysis and evaluation strategies • AASL 1.5b uses summative assessments of process and product in collaboration with teachers • AASL 1.5c solicits student input for the assessment of inquiry-based instructional units upon their completion • AASL 1.5d solicits student input for post- assessment of inquiry-based instructional units • AASL 1.5e uses formative assessments that give students feedback and the chance to revise their work • AASL 1.5f uses performance-based assessments, such as rubrics, checklists, portfolios, journals, observation, conferencing, and self-questioning

Standard 5	Assessment is Integrated into Instruction
	<ul style="list-style-type: none"> • AASL 1.5g creates rubrics for student work that integrate curricular, informational, and critical thinking standards • AASL 1.5h documents student progress through portfolios that demonstrate growth
<p>Indicator 4 Teacher-Librarian independently and/or collaboratively adapts actions based on evidence generated in the lesson for all students</p>	<ul style="list-style-type: none"> • AASL 1.4.h uses formative assessments to guide learners and assess their progress • AASL 1.4I applies appropriate interventions to help learners perform tasks that they cannot complete without assistance • AASL 1.5a implements critical analysis and evaluation strategies • AASL 1.5b uses summative assessments of process and product in collaboration with teachers • AASL 1.5c solicits student input for the assessment of inquiry-based instructional units upon their completion • AASL 1.5d solicits student input for post- assessment of inquiry-based instructional units • AASL 1.5e uses formative assessments that give students feedback and the chance to revise their work • AASL 1.5f uses performance-based assessments, such as rubrics, checklists, portfolios, journals, observation, conferencing, and self-questioning • AASL 1.5g creates rubrics for student work that integrate curricular, informational, and critical thinking standards • AASL 1.5h documents student progress through portfolios that demonstrate growth