

## TEACHER-LIBRARIAN PROFESSIONAL RESPONSIBILITIES NATIONAL STANDARDS

Standard 1	Collection and Information Access
<b>What Teacher-Librarians Need to Demonstrate</b>	<b>National Association Standards</b> <b>American Association of School Librarians Standards</b>
<b>Indicator 1</b> Teacher-Librarian implements a selection policy in which print and digital learning resources are selected/deselected based on their ability to support instructional goals, curriculum standards, interests, and needs of the students and school community.	<ul style="list-style-type: none"> <li>• 1.2.a acquires and promotes current, high quality, high-interest collections of books and other reading resources in multiple formats</li> <li>• 2.5.e develops and implements board-approved collection development policies, including those for selection and purchasing</li> <li>• 2.6.c conducts regular weeding to ensure that the library collection is up to date</li> <li>• 2.6.d ensures the collection is centralized and decentralized as needed to support classroom activities and other learning initiatives in the school</li> </ul>
<b>Indicator 2</b> Teacher-Librarian uses data to evaluate and develop the collection to ensure it supports curriculum standards, interests, and needs of the students and school community.	<ul style="list-style-type: none"> <li>• 1.2.a acquires and promotes current, high quality, high-interest collections of books and other reading resources in multiple formats</li> <li>• 2.5.d seeks input from appropriate members of the school community when developing policies</li> <li>• 2.6.b tracks inventory in the school library, taking advantage of up-to-date automation systems and keeping current with software releases and training</li> <li>• 2.6.g collaborates with the teaching staff to develop an up-to-date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading abilities, and information needs</li> <li>• 2.6.h regularly seeks input from students through such tools as surveys and suggestion boxes to determine students' reading interests and motivations</li> </ul>
<b>Indicator 3</b> Teacher-Librarian maintains a collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, information needs, and reading and language abilities and information needs.	<ul style="list-style-type: none"> <li>• 2.6.g collaborates with the teaching staff to develop an up-to-date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading abilities, and information needs</li> <li>• 2.6.h regularly seeks input from students through such tools as surveys and suggestion boxes to determine students' reading interests and motivations</li> </ul>

Standard 2	Library Environment
<b>What Teacher-Librarians Need to Demonstrate</b>	<b>National Association Standards American Association of School Librarians Standards</b>
<b>Indicator 1</b> Teacher-Librarian organizes physical space to enable ease of use	<ul style="list-style-type: none"> <li>• 2.3.b creates a friendly, comfortable, well-lit, aesthetically pleasing, and ergonomic space that is centrally located and well integrated with the rest of the school</li> <li>• 2.3.c provides sufficient and appropriate shelving and storage of resources</li> <li>• 2.3.d ensures that technology and telecommunications infrastructure is adequate to support teaching and learning</li> <li>• 2.3.e provides space and seating that enhance and encourage technology use, leisure reading and browsing, and use of materials in all formats</li> <li>• 2.3.i designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes</li> <li>• 3.1.f creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff</li> </ul>
<b>Indicator 2</b> Teacher-Librarian fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually	<ul style="list-style-type: none"> <li>• 1.2.c creates an environment where independent reading is valued, promoted, and encouraged.</li> <li>• 1.2.e motivates learners to read fiction and nonfiction through reading aloud, book talking, displays, exposure to authors, and other means</li> <li>• 1.2.g models reading strategies in formal and informal instruction</li> <li>• 2.3.e provides space and seating that enhance and encourage technology use, leisure reading and browsing, and use of materials in all formats.</li> <li>• 2.3.h creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff</li> <li>• 2.3.i designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes</li> <li>• 2.6.e promotes alternative reading options through reading lists, bibliographies, and webliographies that include periodicals, bestseller lists, graphic novels, books, and websites in multiple languages</li> </ul>
<b>Indicator 3</b> Teacher-Librarian creates and maintains a welcoming, attractive, and supportive library environment	<ul style="list-style-type: none"> <li>• 2.3.b creates a friendly, comfortable, well-lit, aesthetically pleasing, and ergonomic space that is centrally located and well integrated with the rest of the school.</li> <li>• 2.3.h creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff.</li> <li>• 2.3.i designs learning spaces that accommodate a range of teaching methods, learning tasks, and learning outcomes.</li> </ul>

Standard 3	Program Planning and Management
What Teacher-Librarians Need to Demonstrate	National Association Standards American Association of School Librarians Standards
<p><b>Indicator 1</b> Teacher-Librarian schedules and/or facilitates consistent and equitable use of the library for information literacy instruction and/or activities</p>	<ul style="list-style-type: none"> <li>• 2.3.a ensures that library hours provide optimum access for learners and other members of the school community.</li> <li>• 2.3 f promotes flexible scheduling of the school library facility to allow for efficient and timely integration of resources into the curriculum.</li> </ul>
<p><b>Indicator 2</b> Teacher-Librarian advocates for and promotes the library program initiatives and services that support instruction throughout the school community</p>	<ul style="list-style-type: none"> <li>• 2.6.e promotes alternative reading options through reading lists, bibliographies, and webliographies that include periodicals, bestseller lists, graphic novels, books, and websites in multiple languages.</li> <li>• 2.7.g offers to provide informational programs for community special-interest and service groups.</li> <li>• 2.7.k analyzes stakeholder goals and issues for potential alignment with library activities and resources, and builds promotional efforts around them.</li> <li>• 2.7.l writes articles and regular reports giving concrete evidence of what the library does to prepare learners to be successful in the 21st century.</li> <li>• 3.1.b shares expertise by presenting information at faculty meetings, parent meetings, and school board meetings.</li> </ul>
<p><b>Indicator 3</b> Teacher- Librarian develops and implements a plan for the continuous improvement of the library program that includes utilization of available funds to support the learning goals of the school community</p>	<ul style="list-style-type: none"> <li>• 2.1.a Uses strategic planning for the continuous improvement of the program.</li> <li>• 2.1.b develops, with input from the school community, mission statements and goals for the school library program that support the mission, goals and objectives of the school.</li> <li>• 2.1.c writes objectives for each goal that include steps to be taken to attain the goal, a timeline, and a method of determining if the objective was attained.</li> <li>• 2.1.d conducts ongoing evaluation that creates the data needed for strategically planning comprehensive and collaborative long-range goals for program improvement.</li> <li>• 2.1.e uses evidence of practice, particularly in terms of learning outcomes, to support program goals and planning</li> <li>• 2.1.h generates evidence in practice that demonstrates the efficacy and relevance of the school library instructional program.</li> <li>• 2.4.e allocates funding through strategic planning to support priorities and make steady progress to attain outlined goals and objectives.</li> <li>• 2.4.f creates budget rationales and priorities using evidence from strategic planning.</li> </ul>
<p><b>Indicator 4</b> Teacher Librarian implements and facilitates the use of technology to support instruction throughout the school community</p>	<ul style="list-style-type: none"> <li>• 1.3.b stays abreast of emerging technologies and formats</li> <li>• 1.3.c integrates the use of state-of-the-art and emerging technologies as a means for effective and creative learning</li> <li>• 2.3.g designs and maintains a library website that provides 24-7 access to digital information resources, instructional interventions, reference services, links to other libraries, information for parents, and exhibits of exemplary student work.</li> <li>• 2.3.e provides space and seating that enhance and encourage technology use, leisure reading and browsing, and use of materials in all formats</li> <li>• 2.6.f links the digital library to local, regional, or state online networks, connecting with other public or academic libraries to</li> </ul>

<b>Standard 3</b>	<b>Program Planning and Management</b>
	<p>take advantage of available virtual resources to support the school curriculum</p> <ul style="list-style-type: none"> <li>• 3.1.i is an early adopter of changes in current educational and technology trends</li> </ul>
<b>Standard 4</b>	<b>School Community and Family Engagement</b>
<b>What Teacher-Librarians Need to Demonstrate</b>	<p style="text-align: center;"><b>National Association Standards American Association of School Librarians Standards</b></p>
<p><b>Indicator 1</b> Teacher-Librarian welcomes parents/guardians and students to become more active members of the school community, and encourages parents/guardians to come into library/classroom as volunteers or experts and attend school events</p>	<ul style="list-style-type: none"> <li>• 1.1.b Collaborates with an extended team that includes parents, members of the community, museums, academic and public libraries, municipal services, private organizations, and commercial entities to include their expertise and assistance in inquiry lessons and units.</li> <li>• 1.1.d Seeks input from students on the learning process.</li> <li>• 2.1.b develops, with input from the school community, mission statements and goals for the school library program that support the mission, goals, and objectives of the school</li> <li>• 2.7.a forms a “Friends of the School Library” program</li> <li>• 2.7.b encourages parents and community members to support learners by volunteering in the library</li> <li>• 2.7.d encourages visits to and use of the library by parents, administrators, elected officials, and other stakeholders</li> <li>• 2.7.f communicates to stakeholders through the library website, parent newsletters, e-mail, and other formats</li> </ul>
<p><b>Indicator 2</b> Teacher-Librarian models respect, courtesy, and integrity in his/her interaction with school community</p>	<ul style="list-style-type: none"> <li>• 2.7.d encourages visits to and use of the library by parents, administrators, elected officials, and other stakeholders</li> <li>• 3.1.c fosters an atmosphere of respect and rapport between the school librarian and all members of the learning community to encourage student learning and to promote teacher enthusiasm and participation</li> <li>• 3.1.f creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff</li> </ul>
<p><b>Indicator 3</b> Teacher-Librarian fosters the success of all students by communicating and collaborating effectively with the school community in ways that enhance student learning</p>	<ul style="list-style-type: none"> <li>• 1.1.a Collaborates with a core team of classroom teachers and specialists to design, implement, and evaluate inquiry lessons and units.</li> <li>• 1.1.b Collaborates with an extended team that includes parents, members of the community, museums, academic and public libraries, municipal services, private organizations, and commercial entities to include their expertise and assistance in inquiry lessons and units.</li> <li>• 1.1.c Works with administrators to actively promote, support, and implement collaboration.</li> <li>• 1.1.d Seeks input from students on the learning process.</li> <li>• 1.2.f Creates opportunities to involve caregivers, parents and other family members in reading</li> <li>• 1.2.h collaborates with teachers and other specialists to integrate reading strategies into lessons and units of instruction</li> <li>• 3.1.a Shares knowledge about libraries and learning by publishing articles in the school newsletter or other community news sources</li> <li>• 3.1.b shares expertise by presenting information at faculty meetings, parent meetings, and school board meetings</li> <li>• 3.1.d Fosters an atmosphere of respect and rapport between the school librarian and all members of the learning community</li> </ul>

<b>Standard 4</b>	<b>School Community and Family Engagement</b>
	to encourage student learning and to promote teacher enthusiasm and participation

<b>Standard 5</b>	<b>Professionalism and Growth</b>
<b>What Teacher-Librarians Need to Demonstrate</b>	<b>National Association Standards American Association of School Librarians Standards</b>
<b>Indicator 1</b> Teacher-Librarian pursues aligned professional learning opportunities to support improved instructional practice	<ul style="list-style-type: none"> <li>• 2.8.a reads research relevant to school libraries, student learning, and new developments in the educational field.</li> <li>• 2.8.c takes advantage of professional development opportunities and shares new learning with the school administration and faculty.</li> <li>• 2.8.d participates in and provides professional development to sustain and to develop knowledge and skills.</li> <li>• 2.8.e seeks opportunities to teach new skills to the faculty and staff, whether in a classroom setting or one-on-one instruction.</li> <li>• 2.8.f participates in local, regional, state, and national educational conferences as a learner and as a teacher</li> </ul>
<b>Indicator 2</b> Teacher-Librarian seeks out feedback from the school community, and uses a variety of data to self-reflect on his or her practice	<ul style="list-style-type: none"> <li>• 1.1.a collaborates with a core team of classroom teachers and specialists to design, implement, and evaluate inquiry lessons and units</li> <li>• 1.1.c works with administrators to actively promote, support, and implement collaboration</li> <li>• 1.1.d seeks input from students on the learning process</li> <li>• 2.1.d conducts ongoing evaluation that creates the data needed for strategically planning comprehensive and collaborative long-range goals for program improvement</li> <li>• 2.1.e uses evidence of practice, particularly in terms of learning outcomes, to support program goals and planning</li> <li>• 2.1.f uses action research, a tool of evidence-based practice, to provide methods for collection of evidence and input from users through interviews, surveys, observations, journaling, focus groups, content analysis, and statistics</li> <li>• 2.7.k analyzes stakeholder school wide goals and issues for potential alignment with library activities and resources, and builds promotional efforts around them</li> <li>• ●2.6.h regularly seeks input from students through such tools as surveys and suggestion boxes to determine students' reading interests and motivations</li> </ul>
<b>Indicator 3</b> Teacher-Librarian follows policies, regulations, and procedures specific to role and responsibilities	<ul style="list-style-type: none"> <li>• N/A</li> </ul>