*To ensure accessibility in accordance with the Americans with Disabilities Act (ADA),
please use the down arrow key to navigate this tool.*

| Educator Name: Click here to enter text. | School Name: Click here to enter text. |
| --- | --- |
| Evaluator: Click here to enter text. | Date: Click here to enter text. |

This tool, an alternative for the Self-Assessment Tool, is intended to assist educators as they engage in self-reflection in preparation for and provision of face-to-face, digital, or blended instruction. It should be used as a space to honor the quality work of the educator and to identify priority areas for growth on which the educator would like to focus for the upcoming year. Teaching and professional practices may be stronger in one type of environment than in another; this difference should be used to drive conversation to identify areas for professional supports. This tool may be updated throughout the year to encourage conversation and drive continuous reflection.

**Instructional Practice Standards**

**Standard 1: New Learning is Connected to Prior Learning and Experience**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Independently and/or collaboratively activates all students’ initial understandings of new concepts and skills. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Independently and/or collaboratively makes connections explicit between previous learning and new concepts and skills for all students. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Independently and/or collaboratively makes clear the purpose and relevance of new learning for all students. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Independently and/or collaboratively provides all students opportunities to build on or challenge initial understandings. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Independently and/or collaboratively provides tasks that purposefully employ all students’ cognitive abilities and skills. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Independently and/or collaboratively provides tasks that place appropriate demands on each student. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Independently and/or collaboratively provides tasks that progressively develop all students’ cognitive abilities and skills. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Independently and/or collaboratively provides opportunities for all students to create and interpret multiple representations. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Independently and/or collaboratively structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| 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. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Independently and/or collaboratively structures opportunities for self-monitored learning for all students. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Independently and/or collaboratively supports all students to take actions based on the students’ own self-monitoring processes. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |

**Standard 5: Assessment is Integrated into Instruction**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Independently and/or collaboratively plans on-going learning opportunities based on evidence of all students’ current learning status. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria . | Click here to enter text. | Click here to enter text. |
| Indicator 3: Independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson of all students. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Independently and/or collaboratively adapts actions based on evidence generated in the lesson for all students. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |

**Professional Responsibilities Standards**

**Standard 1: Collection and Information Access**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Independently and/or collaboratively implements a selection policy in which print and digital learning resources are selected/de-selected based on their ability to support instructional goals, curriculum standards, interests, and needs of the students and school community. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Uses data, including student perception data, to evaluate and develop the collection to ensure it supports curriculum standards, interests, and needs of the students and school community. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Maintains an up-to-date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading and language abilities, and information needs. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 1** |
| --- |
| Click here to enter text. |

**Standard 2: Library Environment**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Organizes physical space to enable ease of use. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Fosters an environment that promotes reading, learning, and encourages the school community to work independently, collaboratively, and/or virtually. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Creates and maintains a welcoming, attractive, and supportive library environment. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 2** |
| --- |
| Click here to enter text. |

**Standard 3: Program Planning and Management**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Schedules and/or facilitates consistent and equitable use of the library for information literacy instruction and/or activities. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Advocates for and promotes the library program initiatives and services that support instruction throughout the school community. | Click here to enter text. | Click here to enter text. |
| Indicator 3: 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. | Click here to enter text. | Click here to enter text. |
| Indicator 4: Implements and facilitates the use of technology to support instruction throughout the school community. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 3** |
| --- |
| Click here to enter text. |

**Standard 4: School Community and Family Engagement**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: 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. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Models respect, courtesy, and integrity in his/her interaction with school community. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Fosters the success of all students by communicating and collaborating effectively with the school community in ways that enhance student learning. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 4** |
| --- |
| Click here to enter text. |

**Standard 5: Professionalism and Growth**

| Indicators | Level of Performance and Evidence in Traditional Settings | Level of Performance and Evidence in Digital Settings |
| --- | --- | --- |
| Indicator 1: Pursues aligned professional learning opportunities to support improved instructional practice. | Click here to enter text. | Click here to enter text. |
| Indicator 2: Seeks out feedback from the school community and uses a variety of data to self-reflect on his or her practice. | Click here to enter text. | Click here to enter text. |
| Indicator 3: Follows policies, regulations, and procedures specific to role and responsibilities. | Click here to enter text. | Click here to enter text. |

| **Areas of Strength and Growth for Standard 5** |
| --- |
| Click here to enter text. |