*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. |

The educator uses the Standards and Indicators rubric and levels of performance to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence. Information from this tool is discussed and utilized to inform the development of one Student Learning Goal (SLG) or a Library Programming Goal (LPG) and one Professional Practice Goal (PPG) on the Goal Setting and Planning Tool document.

**Instructional Practice Standards**

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

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Independently and/or collaboratively activates all students’ initial understandings of new concepts and skills. | 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. |
| Indicator 3: Independently and/or collaboratively makes clear the purpose and relevance of new learning for all students. | 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. |

| **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 |
| --- | --- |
| Indicator 1: Independently and/or collaboratively provides tasks that purposefully employ all students’ cognitive abilities and skills. | 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. |
| Indicator 3: Independently and/or collaboratively provides tasks that progressively develop all students’ cognitive abilities and skills. | 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. |

| **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 |
| --- | --- |
| 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. |
| Indicator 2: Independently and/or collaboratively provides opportunities for all students to create and interpret multiple representations. | 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. |
| 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. |

| **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 |
| --- | --- |
| 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. |
| Indicator 2: Independently and/or collaboratively structures opportunities for self-monitored learning for all students. | 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. |

| **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 |
| --- | --- |
| 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. |
| Indicator 2: Independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria . | 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. |
| Indicator 4: Independently and/or collaboratively adapts actions based on evidence generated in the lesson for all students. | 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 |
| --- | --- |
| 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. |
| 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. |
| 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. |

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

**Standard 2: Library Environment**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Organizes physical space to enable ease of use. | 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. |
| Indicator 3: Creates and maintains a welcoming, attractive, and supportive library environment. | 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 |
| --- | --- |
| 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. |
| Indicator 2: Advocates for and promotes the library program initiatives and services that support instruction throughout the school community. | 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. |
| Indicator 4: Implements and facilitates the use of technology to support instruction throughout the school community. | 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 |
| --- | --- |
| 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. |
| Indicator 2: Models respect, courtesy, and integrity in his/her interaction with school community. | 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. |

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

**Standard 5: Professionalism and Growth**

| Indicators | Level of Performance and Evidence |
| --- | --- |
| Indicator 1: Pursues aligned professional learning opportunities to support improved instructional practice. | 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. |
| Indicator 3: Follows policies, regulations, and procedures specific to role and responsibilities. | Click here to enter text. |

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