

TEACHER-LIBRARIANS 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 1.4l - 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

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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)
<p>Indicator 1 Teacher-Librarian independently and/or collaboratively provides tasks that purposefully employ all students’ cognitive abilities and skills.</p>	<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
<p>Indicator 2 Teacher-Librarian independently and/or collaboratively provides tasks that place appropriate demands on each student.</p>	<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
<p>Indicator 3 Teacher-Librarian independently and/or collaboratively provides tasks that progressively develop all students’ cognitive abilities and skills.</p>	<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

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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

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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)
<p>Indicator 1 Teacher-Librarian independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students.</p>	<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
<p>Indicator 2 Teacher-Librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representation.</p>	<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
<p>Indicator 3 Teacher-Librarian independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships.</p>	<ul style="list-style-type: none"> • AASL 1.4e - Builds upon learners’ prior knowledge as needed for the learning task
<p>Indicator 4 Teacher-Librarian independently and/or collaboratively structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.</p>	<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

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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)
<p>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.</p>	<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 s- 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
<p>Indicator 2 Teacher-Librarian independently and/or collaboratively structures opportunities for self- monitored learning for all students.</p>	<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

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<p>Indicator 3 Teacher-Librarian independently and/or collaboratively supports all students to take actions based on the students' own self- monitoring processes.</p>	<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

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STANDARD 5	ASSESSMENT IS INTEGRATED INTO INSTRUCTION
What Teacher-Librarians Need to Demonstrate	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.</p>	<ul style="list-style-type: none"> • AASL 1.4.h - Uses formative assessments to guide learners and assess their progress • AASL 1.4l - 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
<p>Indicator 2 Teacher-Librarian independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria.</p>	<ul style="list-style-type: none"> • AASL 1.4.h - Uses formative assessments to guide learners and assess their progress • AASL 1.4l - 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

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<p>Indicator 3 Teacher-Librarian independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson of all students.</p>	<ul style="list-style-type: none"> • AASL 1.4.h - Uses formative assessments to guide learners and assess their progress • AASL 1.4l - 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
<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 1.4l - 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