TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 1 New Learning is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks Have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaning-Making Through Discourse and Other Strategies	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment Is Integrated into Instruction
INDICATOR 1 Teacher-Librarian independently and/or collaboratively activates all students' initial understandings of new concepts and skills.	**INDICATOR 1** Teacher-Librarian independently and/or collaboratively provides tasks purposefully employ all students' cognitive abilities and skills.	**INDICATOR 1** Teacher-Librarian independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students.	**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.	**INDICATOR 1** Teacher-Librarian independently and/or collaboratively plans on-going learning opportunities based on evidence of all students' current learning status.
INDICATOR 2 Teacher-Librarian independently and/or collaboratively makes connections explicit between previous learning and new concepts and skills for all students.	**INDICATOR 2** Teacher-Librarian independently and/or collaboratively provides tasks place appropriate demands on each student.	**INDICATOR 2** Teacher-Librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representations.	**INDICATOR 2** Teacher-Librarian independently and/or collaboratively structures opportunities for self-monitored learning for all students.	**INDICATOR 2** Teacher-Librarian independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria.
INDICATOR 3 Teacher-Librarian independently and/or collaboratively makes clear the purpose and relevance of new learning for all students.	**INDICATOR 3** Teacher-Librarian independently and/or collaboratively provides tasks progressively develop all students' cognitive abilities and skills.	**INDICATOR 3** Teacher-Librarian independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships.	**INDICATOR 3** Teacher-Librarian independently and/or collaboratively supports all students to take actions based on the students' own self-monitoring processes.	**INDICATOR 3** Teacher-Librarian independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson of all students.
INDICATOR 4 Teacher-Librarian independently and/or collaboratively provides all students opportunities to build on or challenge initial understandings.	**INDICATOR 4** Teacher-Librarian operates with a deep belief that all children can achieve regardless of race, perceived ability, and socioeconomic status.	**INDICATOR 4** Teacher-Librarian structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.		**INDICATOR 4** Teacher-Librarian adapts actions based on evidence generated in the lesson for all students.

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE - *INDICATORS*

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 1 Teacher-Librarian independently and/or collaboratively activates all students' initial understandings of new concepts and skills.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student data	• Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Pays attention to students' incomplete understandings and misconceptions that they bring with them to a given topic	• 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.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student data	• Students' previous learning includes learning that occurs in and out of school contexts	• 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.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student data	• Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question "What is the point?"	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 4 Teacher-Librarian independently and/or collaboratively provides all students opportunities to build on or challenge initial understandings.	• Direct evaluator observation • One confirmatory item from optional evidence source	• None	• Interprets levels of students' initial understandings in order to move learning forward	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE - *PERFORMANCE LEVELS*

INDICATOR 1 Teacher-Librarian independently and/or collaboratively activates all students' initial understandings of new concepts and skills.	INDICATOR 2 Teacher-Librarian independently and/or collaboratively makes connections explicit between previous learning and new concepts and skills for all students.	INDICATOR 3 Teacher-Librarian independently and/or collaboratively makes clear the purpose and relevance of new learning for all students.	INDICATOR 4 Teacher-Librarian independently and/or collaboratively provides all students opportunities to build on or challenge initial understandings.
Level 4 Teacher-Librarian independently and/or collaboratively fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes.	**Level 4** Teacher-Librarian independently and/or collaboratively makes connections for all students between previously learned and/or new concepts and skills.	**Level 4** Teacher-Librarian independently and/or collaboratively fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals.	**Level 4** Teacher-Librarian independently and/or collaboratively employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning.
Level 3 Teacher-Librarian independently and/or collaboratively adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes.	**Level 3** Teacher-Librarian independently and/or collaboratively makes adequate connections for most students between previously learned and/or new concepts and skills.	**Level 3** Teacher-Librarian independently and/or collaboratively adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals.	**Level 3** Teacher-Librarian independently and/or collaboratively employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning.
Level 2 Teacher-Librarian independently and/or collaboratively inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes.	**Level 2** Teacher-Librarian independently and/or collaboratively makes inadequate connections for most students between previously learned and/or new concepts and skills.	**Level 2** Teacher-Librarian independently and/or collaboratively inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals.	**Level 2** Teacher-Librarian independently and/or collaboratively employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning.
Level 1 Teacher-Librarian independently and/or collaboratively activates no, or almost no students' initial understandings.	**Level 1** Teacher-Librarian independently and/or collaboratively makes no, or almost no connections between previously learned and/or new concepts and skills for any student.	**Level 1** Teacher-Librarian independently and/or collaboratively clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals.	**Level 1** Teacher-Librarian independently and/or collaboratively employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning.

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS - *INDICATORS*

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 1 Teacher-Librarian independently and/or collaboratively provides tasks that purposefully employ all students' cognitive abilities and skills.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plans • Pre/post conference • Student classroom interviews • Student work • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data	• All students refer to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order) • Cognitive abilities and skills are increasingly content specific as students' learning develops	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 2 Teacher-Librarian independently and/or collaboratively provides tasks that place appropriate demands on each student.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plans • Pre/post conference • Student classroom interviews • Student work • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data	• Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be "one-size fits all"	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 3 Teacher-Librarian independently and/or collaboratively provides tasks that progressively develop all students' cognitive abilities and skills.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plans • Pre/post conference • Student classroom interviews • Student work • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data	• Designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves (1) Are the tasks worth doing? and (2) Are they worth the students' time?	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 4 Teacher-Librarian operates with a deep belief that all children can achieve regardless of race, perceived ability**,** and socio-economic status.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plans • Pre/post conference • Student classroom interviews • Student work • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data	• Serves all students well regardless of family background, socioeconomic status, or ability. • Has an expectation that all children can achieve at high levels, • Takes an active role in ensuring that students have equitable opportunities to achieve	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS - *PERFORMANCE LEVELS*

INDICATOR 1 Teacher-Librarian independently and/or collaboratively provides tasks that purposefully employ all students' cognitive abilities and skills.	INDICATOR 2 Teacher-Librarian independently and/or collaboratively provides tasks that place appropriate demands on each student.	INDICATOR 3 Teacher-Librarian independently and/or collaboratively provides tasks that progressively develop all students' cognitive abilities and skills.	INDICATOR 4 Teacher-Librarian operates with a deep belief that all children can achieve regardless of race, perceived ability and socioeconomic status.
Level 4 Teacher-Librarian independently and/or collaboratively engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes.	Level 4 Teacher-Librarian independently and/or collaboratively provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes.	Level 4 Teacher-Librarian independently and/or collaboratively effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons.	Level 4 Teacher-Librarian independently and/or collaboratively models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability and takes an active role in ensuring that students have equitable opportunities to achieve.
Level 3 Teacher-Librarian independently and/or collaboratively engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes.	Level 3 Teacher-Librarian independently and/or collaboratively provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes.	Level 3 Teacher-Librarian independently and/or collaboratively adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons.	Level 3 Teacher-Librarian independently and/or collaboratively models and demonstrates high expectations that all children can learn at high levels regardless of family background, socioeconomic status, or ability.
Level 2 Teacher-Librarian independently and/or collaboratively engages most students with tasks that inadequately support deep learning of subject-matter content and processes.	Level 2 Teacher-Librarian independently and/or collaboratively provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes.	Level 2 Teacher-Librarian independently and/or collaboratively structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons.	Level 2 Teacher-Librarian independently and/or collaboratively demonstrates minimal expectations that children can learn at high levels regardless of family background, socioeconomic status, or ability.
Level 1 Teacher-Librarian independently and/or collaboratively does not engage students with any tasks that support deep learning of subject-matter content and processes.	Level 1 Teacher-Librarian independently and/or collaboratively provides no, or almost no, tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes.	Level 1 Teacher-Librarian independently and/or collaboratively does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons.	Level 1 Teacher-Librarian independently and/or collaboratively demonstrates little expectation that children can learn at high levels regardless of family background, socioeconomic status, or ability.

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES - *INDICATORS*

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 1 Teacher-Librarian independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Pre/post conference • Educator notes • Artifacts (e.g., audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data • Student work	• Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning • Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim • Forms of discourse: oral and written	• 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
INDICATOR 2 Teacher-Librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representations.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Pre/post conference • Educator notes • Artifacts (e.g., audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data • Student work	• Multiple representations can be of the same or different concepts • Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations • Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 3 Teacher-Librarian independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Pre/post conference • Educator notes • Artifacts (e.g., audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data • Student work	• Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multimedia • Helps students use prior knowledge to draw analogies to support understanding of ideas	• AASL 1.4e – Builds upon learners' prior knowledge as needed for the learning task

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 4 Teacher-Librarian independently and/or collaboratively structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Pre/post conference • Educator notes • Artifacts (e.g., audio/visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data • Student work	• The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners • Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space	• 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 services, links to other libraries and academic sites, information for parents, and exhibits of exemplary student work

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES – *PERFORMANCE LEVELS*

INDICATOR 1 Teacher-Librarian independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students.	INDICATOR 2 Teacher-Librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representations.	INDICATOR 3 Teacher-Librarian independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships.	INDICATOR 4 Teacher-Librarian independently and/or collaboratively structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.
Level 4 Teacher-Librarian independently and/or collaboratively provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills.	**Level 4** Teacher-Librarian independently and/or collaboratively effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/developing concepts and/or their acquisition of skills.	**Level 4** Teacher-Librarian independently and/or collaboratively uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills.	**Level 4** Teacher-Librarian independently and/or collaboratively effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning.
Level 3 Teacher-Librarian independently and/or collaboratively provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills.	**Level 3** Teacher-Librarian independently and/or collaboratively adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills.	**Level 3** Teacher-Librarian independently and/or collaboratively uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills.	**Level 3** Teacher-Librarian independently and/or collaboratively adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning.
Level 2 Teacher-Librarian independently and/or collaboratively provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills.	**Level 2** Teacher-Librarian independently and/or collaboratively inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills.	**Level 2** Teacher-Librarian independently and/or collaboratively uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills.	**Level 2** Teacher-Librarian independently and/or collaboratively inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning.

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

INDICATOR 1 Teacher-Librarian independently and/or collaboratively provides opportunities for extended, productive discourse between the teacher and student(s) and among students.	INDICATOR 2 Teacher-Librarian independently and/or collaboratively provides opportunities for all students to create and interpret multiple representations.	INDICATOR 3 Teacher-Librarian independently and/or collaboratively assists all students to use existing knowledge and prior experience to make connections and recognize relationships.	INDICATOR 4 Teacher-Librarian independently and/or collaboratively structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.
Level 1 Teacher-Librarian independently and/or collaboratively provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills.	**Level 1** Teacher-Librarian independently and/or collaboratively structures no, or almost no opportunities for any students to use representations that engage student's thinking and support their understanding of emerging/developing concepts and/or their acquisition of skills.	**Level 1** Teacher-Librarian independently and/or collaboratively uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills.	**Level 1** Teacher-Librarian independently and/or collaboratively enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning.

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING – *INDICATORS*

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
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.	• Direct evaluator observation • Student classroom interviews	• Lesson plan • Pre/post conference • Educator notes • Artifacts (e.g., audio/ visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data • Student work	• Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 2 Teacher-Librarian independently and/or collaboratively structures opportunities for self-monitored learning for all students.	• Direct evaluator observation • Student classroom interviews	• Lesson plan • Pre/post conference • Educator notes • Artifacts (e.g., audio/ visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data • Student work	• This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st-century skill	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Confirmatory Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 3 Teacher-Librarian independently and/or collaboratively supports all students to take actions based on the students' own self-monitoring processes.	• Direct evaluator observation • Student classroom interviews	• Lesson plan • Pre/post conference • Educator notes • Artifacts (e.g., audio/ visual/print) • Student classroom interviews • Student feedback (e.g., survey, writing) • Collaboration documentation • Student/learner data • Student work	• This is a core 21st century skill • Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING – *PERFORMANCE LEVELS*

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.	INDICATOR 2 Teacher-Librarian independently and/or collaboratively structures opportunities for self-monitored learning for all students.	INDICATOR 3 Teacher-Librarian independently and/or collaboratively supports all students to take actions based on the students' own self-monitoring processes.
Level 4 All students in the class can fully explain (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like.	**Level 4** All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson.	**Level 4** All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support.
Level 3 Most students in the class can generally explain (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like OR most students in the class can fully explain two of the following: (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like.	**Level 3** Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson.	**Level 3** Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support.
Level 2 Most students in the class can only vaguely explain one or more of the following: (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like.	**Level 2** Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson.	**Level 2** Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions.
Level 1 No, or almost no students can explain (1) *what* the intended learning goal of the lesson is, (2) *why* they are learning it, and (3) *what* successful performance looks like.	**Level 1** No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson.	**Level 1** No, or almost no students take actions based on their own assessment of their learning status and/or students have no self-assessments on which to base actions.

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION – *INDICATORS*

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Optional Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 1 Teacher-Librarian independently and/or collaboratively plans on-going learning opportunities based on evidence of all students' current learning status.	• Pre/post conference • One confirmatory item from optional evidence source	• Lesson plan • Educator notes • Student classroom Interviews • Student data • Artifacts (e.g., audio/ visual/print) • Student work • Direct evaluator observation	• Evidence of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) • There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2)	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Optional Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 2 Teacher-Librarian independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria.	• Pre/post conference • One confirmatory item from optional evidence source	• Lesson plan • Educator notes • Student classroom Interviews • Student data • Artifacts (e.g., audio/visual/print) • Student work • Direct evaluator observation	• Learning goals specify what students are to learn in the lesson (e.g., concepts, skills, Standards, not the activity) • Performance criteria indicate the successful accomplishment of the learning goal • Uses different types of assessment strategies to account for learner differences	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Optional Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 3 Teacher-Librarian independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson of all students.	• Pre/post conference • One confirmatory item from optional evidence source	• Lesson plan • Educator notes • Student classroom Interviews • Student data • Artifacts (e.g., audio/ visual/print) • Student work • Direct evaluator observation	• While evidence generation needs to be planned, evidence can also arise spontaneously • Opportunities for evidence generation can include instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing • Teacher should structure multiple opportunities to generate evidence and not rely on one source	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

What Teacher-Librarians Need to Demonstrate	Mandatory Evidence Sources	Optional Evidence Sources	Description/Notes	American Association of School Librarians Standards
INDICATOR 4 Teacher-Librarian independently and/or collaboratively adapts actions based on evidence generated in the lesson for all students.	• Pre/post conference • One confirmatory item from optional evidence source	• Lesson plan • Educator notes • Student classroom Interviews • Student data • Artifacts (e.g., audio/ visual/print) • Student work • Direct evaluator observation	• Actions based on evidence can include continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning	• 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

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION - *PERFORMANCE LEVELS*

INDICATOR 1 Teacher-Librarian independently and/or collaboratively plans on-going learning opportunities based on evidence of all students' current learning status.	INDICATOR 2 Teacher-Librarian independently and/or collaboratively aligns assessment opportunities with learning goals and performance criteria.	INDICATOR 3 Teacher-Librarian independently and/or collaboratively structures opportunities to generate evidence of learning during the lesson of all students.	INDICATOR 4 Teacher-Librarian independently and/or collaboratively adapts actions based on evidence generated in the lesson for all students.
Level 4 Teacher-Librarian independently and/or collaboratively consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status.	Level 4 Teacher-Librarian independently and/or collaboratively fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status.	Level 4 Teacher-Librarian independently and/or collaboratively structures multiple and varied opportunities to generate evidence of all students' learning during the lesson.	Level 4 Teacher-Librarian independently and/or collaboratively effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson.
Level 3 Teacher-Librarian independently and/or collaboratively frequently plans on-going learning opportunities based on adequate evidence of most students' learning status.	Level 3 Teacher-Librarian independently and/or collaboratively adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status.	Level 3 Teacher-Librarian independently and/or collaboratively structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson.	Level 3 Teacher-Librarian independently and/or collaboratively adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson.
Level 2 Teacher-Librarian independently and/or collaboratively sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited.	Level 2 Teacher-Librarian independently and/or collaboratively inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status.	Level 2 Teacher-Librarian independently and/or collaboratively structures limited opportunities to generate evidence of most students' learning during the lesson.	Level 2 Teacher-Librarian independently and/or collaboratively inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson.
Level 1 Teacher-Librarian independently and/or collaboratively plans no, or almost no on-going learning opportunities based on any evidence of students' learning status.	Level 1 Teacher-Librarian independently and/or collaboratively aligns no, or almost no assessment opportunities with any learning goals and performance criteria.	Level 1 Teacher-Librarian independently and/or collaboratively structures no, or almost no opportunities to generate evidence of any student's learning during the lesson.	Level 1 Teacher-Librarian independently and/or collaboratively continues with planned lesson regardless of any evidence presented and/or generated in the lesson.

TEACHER-LIBRARIAN INSTRUCTIONAL PRACTICE STANDARDS

Four-Point Rating Scale

Level 4. The teacher-librarian is a highly effective practitioner within the classroom/library, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher-librarian is generally an effective practitioner within the classroom/library, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher-librarian is a somewhat ineffective practitioner within the classroom/library, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher-librarian is a mostly ineffective practitioner within the classroom/library, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.