

CITE 2015 - Teacher Librarian

Standard 1 – LIBRARY ADMINISTRATION AND OUTCOMES: Teacher-Librarian purposefully plans and implements comprehensive Library programming aligned to instructional outcomes in stage 1 of backward planning.

1.1 Teacher-Librarian purposefully plans and ensures a variety of programming aligned to World Class Outcomes.

HE: Teacher-Librarian consistently collaborates and purposely plans with the students, staff, and stakeholders to create a wide variety of programming that supports differentiated student, staff school, and community needs.

E: Teacher-Librarian consistently plans for students, staff, and stakeholders to offer a variety of programming to students and staff and develops programming opportunities in conjunction with their school community.

PE: Teacher-Librarian plans some programming opportunities for students and staff.

I: Teacher-Librarian rarely plans to offer programming opportunities.

1.2 Teacher-Librarian collaborates with staff to purposefully plan for the integration of content in stage 1 of backward planning.

HE: Teacher-Librarian consistently collaborates and purposely plans with staff to select content from multiple disciplines that is naturally integrated in stage 1 of backward planning.

E: Teacher-Librarian consistently seeks opportunities to collaborate with staff to select content from multiple disciplines that is naturally integrated in stage 1 of backward planning.

PE: Teacher-Librarian is available to staff to assist in integrating content from multiple disciplines as part of backward planning.

I: Teacher-Librarian rarely collaborates with staff to integrate content with other disciplines.

1.3 Teacher-Librarian collaborates with staff to purposefully plan the integration of the 4 Cs (Collaboration, Communication, Critical Thinking, and Creativity) where authentic.

HE: Teacher-Librarian collaborates with staff to consistently integrate the 4 Cs that are naturally integrated as part of backward planning.

E: Teacher-Librarian consistently seeks opportunities to collaborate with staff to integrate the 4 Cs that are naturally integrated as part of backward planning.

PE: Teacher-Librarian is available to staff to recommend 4Cs as part of backward planning.

I: Teacher-Librarian rarely integrates the 4 Cs as a part of backward planning.

1.4 Teacher-Librarian collaborates with staff to purposefully plan the integration of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.

HE: Teacher-Librarian collaborates with staff to consistently integrate the 21st century skills that are naturally integrated as part of backward planning.

E: Teacher-Librarian consistently seeks opportunities to collaborate with staff to integrate 21st century skills that are naturally integrated as part of backward planning.

PE: Teacher-Librarian is available to staff to recommend 21st century skills as part of backward planning.

I: Teacher-Librarian rarely integrates 21st century skills as part of backward planning.

1.5 Teacher-Librarian aligns the library goals with department, level, school, and district goals.

HE: Teacher-Librarian consistently collaborates with building staff and district staff to establish library goals and guide programs to ensure systematic alignment to grade level and/or department, school, and district goals.

E: Teacher-Librarian collaborates with grade levels and/or departments to align library goals to grade level and/or department, school, and district goals.

PE: Teacher-Librarian establishes library goals and programs aligned to grade level and/or department and school goals.

I: Teacher-Librarian establishes goals.

1.6 Teacher-Librarian provides leadership and expertise in the development of the library's collection, resources and technology.

HE: Teacher-Librarian consistently collaborates with stakeholders to develop and maintain a current collection in accordance with district policy that anticipates and is responsive to the curricular and recreational literacy needs of the students and the school community and is aligned with DCSD World Class Outcomes.

E: Teacher-Librarian maintains a current collection in accordance with district policy that anticipates and is responsive to the curricular and recreational literacy needs of the students and the school community.

PE: Teacher-Librarian maintains a collection that is current in some areas and generally responsive to the curricular and recreational literacy needs of the students.

I: Teacher-Librarian oversees a collection that is aged and minimally responsive to the curricular and recreational literacy needs of the students.

1.7 Teacher-Librarian prepares and administers the library budget, including general and categorical funds, to support specific program goals.

HE: Teacher-Librarian collaborates with building and district staff to create a multi-year budget plan that supports a variety of programming and program goals, adjusting budget as necessary to include changes in programming and alignment to World Class Outcomes.

E: Teacher-Librarian annually creates and maintains the library budget to support specific program goals, adjusting budget as necessary to include changes in programming and alignment to World Class Outcomes.

PE: Teacher-Librarian maintains the library budget to support program goals, adjusting budget as necessary.

I: Teacher-Librarian maintains a budget.

1.8 Teacher-Librarian promotes reading using print and digital media.

HE: Teacher-Librarian consistently collaborates with students and staff to promote reading by providing a variety of opportunities and strategies to enrich and expand critical, creative, and independent thinking using digital tools to share interests locally and globally.

E: Teacher-Librarian promotes reading by providing a variety of strategies to develop critical, creative, and independent thinking.

PE: Teacher-Librarian selectively works with students and staff to provide materials and promote reading enjoyment.

I: Teacher-Librarian is available to students and faculty and attempts to provide materials.

Standard 2 – ASSESSMENT: Teacher-Librarian develops/identifies assessments that require students to demonstrate the GVC in stage 1 of Backward Planning.

2.1 Teacher-Librarian collaborates with classroom teachers to develop/identify assessments that measure World Class Outcomes.

HE: Teacher-Librarian collaborates with and consistently plans with teachers to develop/identify assessments that require students to demonstrate mastery of World Class Outcomes as identified in stage 1 of backward planning.

E: Teacher-Librarian consistently seeks opportunities to collaborate with teachers to develop/identify quality assessments that require students to demonstrate mastery of all World Class Outcomes as identified in stage 1 of backward planning.

PE: Teacher-Librarian seeks opportunities to collaborate with teachers to develop/identify assessments that require students to demonstrate mastery of most World Class Outcomes as identified in stage 1 of backward planning.

I: Teacher-Librarian rarely seeks opportunities with teachers to develop/identify assessments identified in stage 1 of backward planning.

2.2 Teacher librarian collaborates with classroom teachers to develop/identify assessments that require students to demonstrate mastery of content.

HE: Teacher-Librarian collaborates with students and teachers to consistently develop/identify performance assessments that require students to demonstrate mastery of content identified in stage 1 of backward planning.

E: Teacher-Librarian consistently seeks opportunities to collaborate with teachers to develop/identify quality assessments that require students to demonstrate mastery of content identified in stage 1 of backward planning.

PE: Teacher-Librarian cooperates with teachers to develop/identify assessments that require students to demonstrate mastery of content identified in stage 1 of backward planning.

I: Teacher-Librarian rarely works with teachers to develop/identify assessments identified in stage 1 of backward planning.

2.3 Teacher-Librarian collaborates with classroom teachers to develop/identify assessments that require students to demonstrate the 4Cs (Creativity, Communication, Collaboration, and Critical Thinking).

HE: Teacher-Librarian collaborates with teachers to consistently develop/identify assessments that require students to demonstrate mastery of the 4 Cs identified in stage 1 of backward planning.

E: Teacher-Librarian seeks opportunities to collaborate with teachers to consistently develop/identify quality assessments that require students to demonstrate mastery of the 4 Cs identified in stage 1 of backward planning.

PE: Teacher-Librarian cooperates with teachers to develop/identify quality assessments that require students to demonstrate mastery of the 4 Cs identified in stage 1 of backward planning.

I: Teacher-Librarian rarely works with teachers to develop/identify assessments identified in stage 1 of backward planning.

2.4 Teacher-Librarian collaborates with classroom teachers to develop/identify assessments that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.

HE: Teacher-Librarian collaborates with teachers to consistently develop/identify assessments that require students to demonstrate mastery of 21st century skills identified in stage 1 of backward planning.

E: Teacher-Librarian seeks opportunities to collaborate with teachers to consistently develop/identify quality assessments that require students to demonstrate mastery of 21st century skills identified in stage 1 of backward planning.

PE: Teacher-Librarian cooperates with teachers to consistently develop/identify quality assessments that require students to demonstrate mastery of 21st century skills identified in stage 1 of backward planning.

I: Teacher-Librarian rarely works with teachers to develop/identify assessments identified in stage 1 of backward planning.

Standard 3 – INSTRUCTION: Teacher-Librarian facilitates learning opportunities for students to master the GVC's as identified in stage 1 and assessed in stage 2 of backward planning.

3.1 Teacher-Librarian facilitates learning opportunities that for students to develop and demonstrate expertise to locate, select, evaluate, synthesize relevant sources of information and create new knowledge to master World Class Outcomes as identified in stage 1 and assessed in stage 2 of backward planning.

HE: Teacher-Librarian collaborates with students to facilitate learning opportunities to consistently demonstrate higher order thinking skills through locating, selecting, evaluating, and synthesizing relevant information in order to personalize their learning and demonstrate new knowledge to master World Class Outcomes as identified in stage 1 and assessed in stage 2 of backward planning.

E: Teacher-Librarian facilitates learning opportunities to enhance their abilities to consistently locate, select, evaluate, and synthesize relevant information in order to demonstrate new knowledge to master World Class Outcomes as identified in stage 1 and assessed in stage 2 of backward planning.

PE: Teacher-Librarian facilitates learning opportunities that require students to know, understand, and apply research skills as identified in stage 1 and assessed in stage 2 of backward planning.

I: Teacher-Librarian rarely provides opportunities for students to research, and/or students have limited opportunity to demonstrate new knowledge as identified in stage 1 and assessed in stage 2 of backward planning.

3.2 Teacher-Librarian facilitates learning opportunities for students to develop and demonstrate expertise to master information literacy content to include the ethical use of information and development of digital citizenship skills.

HE: Teacher-Librarian collaborates with students to facilitate multiple opportunities for students to consistently demonstrate mastery of online communication, ethical application of information, and digital citizenship (digital access, commerce, communication, literacy, etiquette, law, rights and responsibilities, health and wellness, and security).

E: Teacher-Librarian facilitates opportunities for students to consistently demonstrate mastery of online communication, ethical application of information, and digital citizenship.

PE: Teacher-Librarian provides direct instruction on online communication, ethical application of information, and digital citizenship.

I: Teacher-Librarian rarely provides instruction on online communication, ethical application of information, and digital citizenship.

3.3 Teacher-Librarian facilitates learning opportunities for students to develop and demonstrate expertise to master the 4 Cs (Creativity, Communication, Collaboration, and Critical Thinking) as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Teacher-Librarian collaborates with students to consistently implement differentiated opportunities for each student to develop creativity, collaboration, communication, and critical thinking skills as defined in the 4 Cs rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
E: Teacher-Librarian consistently integrates opportunities for students to develop creativity, collaboration, communication, and critical thinking skills as defined in 4 Cs rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
PE: Teacher-Librarian implements or provides opportunities for students to develop creativity, communication, collaboration, and critical thinking skills as defined by the 4 Cs rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
I: Teacher-Librarian rarely implements or provides opportunities for students to develop and demonstrate expertise in the 4 Cs as defined in the 4 Cs rubrics and identified in stage 1 and assessed in stage 2 of backward planning.
3.4 Teacher-Librarian facilitates learning opportunities for students to develop and demonstrate expertise to master 21st Century Skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) where authentic.
HE: Teacher-Librarian collaborates with students to facilitate differentiated learning opportunities to consistently develop and demonstrate expertise in 21 st century skills (where appropriate), defined in the 21st century skills rubrics as identified in stage 1 and assessed in stage 2 of backward planning.
E: Teacher-Librarian consistently integrates learning opportunities for students to consistently develop and demonstrate 21 st century skills (where appropriate) defined in the 21st century skills rubrics as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Teacher-Librarian implements or provides learning opportunities for students to develop 21 st century skills (where appropriate) defined in the 21st century skills rubrics as identified in stage 1 and assessed in stage 2 of backward planning.
I: Teacher-Librarian rarely implements or provides events or activities for students to develop 21 st century skills that are not connected to other learning defined in the 21st century skills rubrics as identified in stage 1 and assessed in stage 2 of backward planning.
3.5 Teacher-Librarian facilitates learning opportunities for all students to use World Class Tools.
HE: Teacher-Librarian collaborates with students to consistently create and implement multiple learning opportunities for students to use technology-based, world-class tools (i.e., scholarly databases, digital library, search engines, online resources) to construct their learning and demonstrate mastery of World Class Outcomes as identified in stage 1 and assessed in stage 2 of backward planning.
E: Teacher-Librarian consistently creates and implements opportunities for students to use technology-based, world-class tools to construct their learning and demonstrate mastery of World Class Outcomes as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Teacher-Librarian uses technology to facilitate instruction and provides opportunities for students to use technology in the library as identified in stage 1 and assessed in stage 2 of backward planning.
I: Teacher-Librarian and student use of technology is limited as identified in stage 1 and assessed in stage 2 of backward planning.
3.6 Teacher-Librarian facilitates differentiated learning opportunities for all students as identified in stage 1 and assessed in stage 2 of backward planning.
HE: Teacher-Librarian collaborates with students to consistently develop and personalize sustainable learning opportunities that facilitate mastery of learning as identified in stage 1 and assessed in stage 2 of backward planning based on the unique needs of the students.
E: Teacher-Librarian consistently develops sustainable learning opportunities for students to facilitate mastery of World Class Outcomes as identified in stage 1 and assessed in stage 2 of backward planning.
PE: Teacher-Librarian offers students sustainable learning opportunities as identified in stage 1 and assessed in stage 2 of backward planning.
I: Teacher-Librarian rarely offers students sustainable learning opportunities as identified in stage 1 and assessed in stage 2 of backward planning..
Standard 4 – CULTURE & CLIMATE: Teacher-Librarian collaborates with students to create a respectful and restorative culture and climate.
4.1 Teacher-Librarian models and collaborates with students to create an environment that is safe.
HE: Teacher-Librarian collaborates with students to construct and maintain a library environment that is both physically and emotionally safe for all students.
E: Teacher-Librarian facilitates a library environment that is both physically and emotionally safe for all students.
PE: Teacher-Librarian presents rules to achieve a library environment that is physically and emotionally safe.
I: Teacher-Librarian does not achieve a library environment that is physically and/or emotionally safe.
4.2 Teacher-Librarian facilitates opportunities for all students to construct, understand, and practice a restorative library environment.
HE: Teacher-Librarian collaborates with students to form and maintain a restorative library community. Teacher-Librarian facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, and restore relationships when they have been harmed.
E: Teacher-Librarian facilitates the opportunity for students to develop a restorative library community. Teacher-Librarian facilitates positive opportunities for students to have a voice in their community, learn from their mistakes, and restore relationships when they have been harmed.
PE: Teacher-Librarian provides the opportunity for students to give input into library rules. Teacher-Librarian treats all students in a fair and equitable manner.
I: Teacher-Librarian posts library rules and/or rules are not uniformly applied to all students.
4.3 Teacher-Librarian establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.
HE: Teacher-Librarian collaborates with students to facilitate a library where students express different points of view in a safe and respectful environment.
E: Teacher-Librarian facilitates a library where students express different points of view in a safe and respectful environment.
PE: Teacher-Librarian promotes an environment where some students feel safe to express different points of view.
I: Teacher-Librarian establishes a reactive environment that promotes limited points of view and deals with concerns as they arise.
4.4 Teacher-Librarian models and establishes positive relationships with all students.

HE: Teacher-Librarian respectfully interacts with students as individuals and differentiates his/her interactions based on knowledge of each student.
E: Teacher-Librarian respectfully interacts with all students.
PE: Teacher-Librarian creates a library environment that encourages and builds positive relationships with most students.
I: Teacher-Librarian creates a library environment where students are directed to interact respectfully.
Standard 5 – PROFESSIONALISM: Teacher-Librarian demonstrates professional growth and development, leadership, and professionalism.
5.1 Teacher-Librarian works collaboratively with colleagues for the benefit of students.
HE: Teacher-Librarian creates/leads collaborative teams that include all colleagues to provide high quality, integrated wrap-around support to students. Teacher-Librarian works with school teams/administration to provide enriched opportunities for students.
E: Teacher-Librarian participates on collaborative teams that include school colleagues to provide high quality, integrated wrap-around support to students. Teacher-Librarian works with school teams/administration to provide enriched opportunities for students.
PE: Teacher-Librarian participates at various meetings, and maintains a positive, productive and respectful relationship with colleagues.
I: Teacher-Librarian participates as required, and collaboration with colleagues is limited to cordial relationships.
5.2 Teacher-Librarian creates a professional growth plan that is aligned to growth areas identified through teacher-librarian evaluation, World Class Education Targets, and/or Professional Pathway goals.
HE: Teacher-Librarian creates a professional growth plan based on prioritized needs identified in CITE, World Class Targets, Professional Pathways, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
E: Teacher-Librarian creates a professional growth plan based on prioritized needs identified in CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
PE: Teacher-Librarian creates a professional growth plan aimed at acquiring new skills to improve learning that are related to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
I: Teacher-Librarian creates a professional growth plan unrelated to CITE, the school UIP, and school goals that are aligned to the district strategic plan – specifically, the DCSD learning progression.
5.3 Teacher-Librarian demonstrates application of professional learning to practice.
HE: Teacher-Librarian engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues to improve teaching practice, and successfully implements and measures impact of all professional development within the library.
E: Teacher-Librarian engages in professional development opportunities aligned to current research and professional growth plan, shares new learning with colleagues, and implements professional development within the library.
PE: Teacher-Librarian implements new knowledge or skills learned through professional development.
I: Teacher-Librarian participates in low-level or limited professional development. Teacher-Librarian links professional development to professional practice on a limited basis.
5.4 Teacher-Librarian differentiates communication within the school and to external stakeholders to promote library programming.
HE: Teacher-Librarian fosters an open relationship with internal and external stakeholders, differentiating communication using a variety of methods, formats, and timelines, and maximizes the community connection to promote the library program within the school, district, and community.
E: Teacher-Librarian differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to internal stakeholders using a variety of communication tools to promote the library programs within the school and district.
PE: Teacher-Librarian promotes the library program within the school and district.
I: Teacher-Librarian shares information on library programs.
5.5 Teacher-Librarian demonstrates professional and ethical conduct including following all laws, district policies and procedures.
HE: Teacher - Librarian leads and models professional behavior within the building and throughout the district and community.
E: Teacher - Librarian demonstrates professional behavior in meeting all expectations, both legal and school/district.
PE: Teacher- Librarian is compliant with legal and school/district expectations.
I: Teacher - Librarian does not meet legal and school/district expectations.