

***Library Media Specialist
All Levels***

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

- ▶ The library media specialist knows how to:
- function effectively in the four roles of:
 1. information specialist,
 2. teacher,
 3. instructional partner, and
 4. program administrator.
- use a variety of evaluation techniques to improve library media center programs.
- implement and evaluate policies and procedures for effective and efficient acquisition, cataloging, processing, circulating, and maintaining equipment, inventory, resources, and other records to ensure access.
- select appropriate systems for circulation and cataloging including automated systems, based upon the standard format MARC.

September 29, 1998

- use appropriate collection management principles and procedures for needs analysis, evaluating, selecting, and discarding resources in collaboration with classroom teachers.
- apply systematic techniques in maintaining internal holdings relevant to the personal development and cultural needs of elementary and secondary students, professional needs of faculty, staff and administrators; and the curriculum of the school.
- ensure that the evaluation and selection process provides curriculum-related resources and equipment in all formats and at appropriate levels and reflect instructional strategies, learning styles, teaching styles, special needs and cultural needs.
- provide for a process to address challenges to media resources.
- establish an acquisition process and provide a method which will allow for teacher, parent, and student input that assures appropriate resources will be available for students and teachers when needed.
- develop and monitor selection policies and review procedures that ensure unrestricted access to information and ideas needed in a globally concerned, diverse, multi-cultural, and democratic society.
- evaluate both internal holdings and external information access points, and the needs of all students and faculty to select appropriate resources to meet the educational goals and objectives of the school.
- develop, implement, monitor, and revise selection and collection development policies that reflect the school's philosophy, goals and objectives.
- develop, implement, and evaluate school library media programs to meet educational goals that are central to the educational mission of the school.
- design, establish and communicate policies and procedures for the implementation of effective school library media programs.
- apply effective management principles to the administration of the school library media program.
- participate in planning, arranging, and using school library media facilities to support the library media program.
- prepare, justify, and administer the school library media budget based on instruction and need.
- instruct, supervise, and evaluate support staff, volunteers, and student assistants.
- prepare, justify, and implement schedules that enable the school library media specialist to function effectively in all four roles: information specialist, teacher, instructional partner, and program administrator.

The library media specialist has knowledge of the historical, philosophical basis of services for all children.

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The Library Media Specialist is committed to:

- functioning effectively in the four roles of:
 1. information specialist,
 2. teacher,
 3. instructional partner, and
 4. program administrator.
- using a variety of evaluation techniques to improve library media center programs.
- implementing and evaluating policies and procedures for effective and efficient acquisition, cataloging, processing, circulating, and maintaining equipment, inventory, resources, and other records to ensure access.
- using appropriate collection management principles and procedures for needs analysis, evaluating, selecting, and discarding resources in collaboration with classroom teachers.
- applying systematic techniques in maintaining internal holdings relevant to the personal development and cultural needs of elementary and secondary students, professional needs of faculty, staff and administrators; and the curriculum of the school.
- ensuring that the evaluation and selection process provides curriculum-related resources and equipment in all formats and at appropriate levels and reflects instructional strategies, learning styles, teaching styles, special needs and cultural needs.
- providing for a process to address challenges to media resources.
- establishing an acquisition process and providing a method which will allow for teacher, parent, and student input that assures appropriate resources will be available for students and teachers when needed.
- developing and monitoring selection policies and review procedures that ensure unrestricted access to information and ideas needed in a globally concerned, diverse, multi-cultural, and democratic society.

September 29, 1998

- evaluating both internal holdings and external information access points, and the needs of all students and faculty to select appropriate resources to meet the educational goals and objectives of the school.
- developing, implementing, monitoring, and revising selection and collection development policies that reflect the school's philosophy, goals and objectives.
- developing, implementing, and evaluating school library media programs to meet educational goals that are central to the educational mission of the school.
- designing, establishing and communicating policies and procedures for the implementation of effective school library media programs.
- applying effective management principles to the administration of the school library media program.
- participating in planning, arranging, and using school library media facilities to support the library media program.
- preparing, justifying, and administering the school library media budget based on instruction and need.
- instructing, supervising, and evaluating support staff, volunteers, and student assistants.
- preparing, justifying, and implementing schedules that enable the school library media specialist to function effectively in all four roles: information specialist, teacher, instructional partner, and program administrator.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidence

The library media specialist:

- functions effectively in the four roles:
 1. information specialist,
 2. teacher,
 3. instructional partner, and
 4. program administrator.
- uses a variety of evaluation techniques to improve library media center programs.
- implements and evaluates policies and procedures for effective and efficient acquisition, cataloging, processing, circulating, and maintaining equipment, inventory, resources, and other records to ensure access.
- selects appropriate systems for circulation and cataloging including automated systems, based upon the standard format MARC.

September 29, 1998

- uses appropriate collection management principles and procedures for needs analysis, evaluating, selecting, and discarding resources in collaboration with classroom teachers.
- applies systematic techniques in maintaining internal holdings relevant to the personal development and cultural needs of elementary and secondary students, professional needs of faculty, staff and administrators; and the curriculum of the school.
- ensures that the evaluation and selection process provides curriculum-related resources and equipment in all formats and at appropriate levels and reflect instructional strategies, learning styles, teaching styles, special needs and cultural needs.
- provides for a process to address challenges to media resources.
- establishes an acquisition process and provides a method which will allow for teacher, parent, and student input that assures appropriate resources will be available for students and teachers when needed.
- develops and monitors selection policies and review procedures that ensure unrestricted access to information and ideas needed in a globally concerned, diverse, multi-cultural, and democratic society.
- evaluates both internal holdings and external information access points, and the needs of all students and faculty to select appropriate resources to meet the educational goals and objectives of the school.
- develops, implements, monitors, and revises selection and collection development policies that reflect the school's philosophy, goals and objectives.
- develops, implements, and evaluates school library media programs to meet educational goals that are central to the educational mission of the school.
- designs, establishes and communicates policies and procedures for the implementation of effective school library media programs.
- applies effective management principles to the administration of the school library media program.
- participates in planning, arranging, and using school library media facilities to support the library media program.
- prepares, justifies, and administers the school library media budget based on instruction and need.
- instructs, supervises, and evaluates support staff, volunteers, and student assistants.
- prepares, justifies, and implements schedules that enable the school library media specialist to function effectively in all four roles: information specialist, teacher, instructional partner, and program administrator.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The library media specialist knows how to:

- participate in school-wide instructional leadership efforts, serve as a learning facilitator, and function as a leader in the development of effective strategies for teaching and learning.
- promote the design of production activities, adapt resources for new purposes, assist in the development of skills for analyzing, evaluating, synthesizing, and communicating information.

September 29, 1998

- anticipate needs for information and resources in response to changes in the curriculum.
- share with teachers the responsibility for developing reading, speaking, writing, listening, and viewing competencies, including critical thinking and problem solving skills, in order that students will become lifelong learners.
- develop student and faculty independence in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information.
- develop a partnership with faculty to ensure that the evaluation and selection process provides curriculum-related resources that reflect instructional strategies and teaching styles and that are appropriate to learner characteristics such as abilities, interests, needs, and learning styles.
- recognize the characteristics unique to each information format and select items according to their specific contribution to learning objectives considering personal and developmental needs.
- use resources to support the personal, developmental, and curricular needs of students, and the instructional needs of the faculty.
- collaborate with teachers to evaluate and assess student learning.
- recognize curricular implications that result from emerging technologies and from educational innovations and trends.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The library media specialist is committed to:

- participating in school-wide instructional leadership efforts, serving as a learning facilitator, and functioning as a leader in the development of effective strategies for teaching and learning.
- promoting the design of production activities, adapting resources for new purposes, assisting in the development of skills for analyzing, evaluating, synthesizing, and communicating information.
- anticipating needs for information and resources in response to changes in the curriculum.
- sharing with teachers the responsibility for developing reading, speaking, writing, listening, and viewing competencies, including critical thinking and problem solving skills, in order that students will become lifelong learners.
- developing student and faculty independence in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information.
- developing a partnership with faculty to ensure that the evaluation and selection process provides curriculum-related resources that reflect instructional strategies and teaching styles and that are appropriate to learner characteristics such as abilities, interests, needs,

September 29, 1998

and learning styles.

- recognizing the characteristics unique to each information format and selecting items according to their specific contribution to learning objectives considering personal and developmental needs.
- using resources to support the personal, developmental, and curricular needs of students, and the instructional needs of the faculty.
- collaborating with teachers to evaluate and assess student learning.
- recognizing curricular implications that result from emerging technologies and from educational innovations and trends.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher constructs and uses a variety of assessment techniques to assess student growth and development.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The library media specialist:

- participates in school-wide instructional leadership efforts, serves as a learning facilitator, and functions as a leader in the development of effective strategies for teaching and learning.
- promotes the design of production activities, adapts resources for new purposes, assists in the development of skills for analyzing, evaluating, synthesizing, and communicating information.

September 29, 1998

- anticipates needs for information and resources in response to changes in the curriculum.
- shares with teachers the responsibility for developing reading, speaking, writing, listening, and viewing competencies, including critical thinking and problem solving skills, in order that students will become lifelong learners.
- develops student and faculty independence in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information.
- develops a partnership with faculty to ensure that the evaluation and selection process provides curriculum-related resources that reflect instructional strategies and teaching styles and that are appropriate to learner characteristics such as abilities, interests, needs, and learning styles.
- recognizes the characteristics unique to each information format and selects items according to their specific contribution to learning objectives considering personal and developmental needs.
- uses resources to support the personal, developmental, and curricular needs of students, and the instructional needs of the faculty.
- collaborates with teachers to evaluate and assess student learning.
- recognizes curricular implications that result from emerging technologies and from educational innovations and trends.

The library media specialist adapts information and research skills for all types of exceptional learners.

The library media specialist adapts oral and written communication to the needs of the student.

The library media specialist uses effective strategies for collaboration with other professionals.

The library media specialist uses assessment information to establish goals and objectives that are appropriate for an individual pupil.

The library media specialist knows how to analyze students' individual interests, abilities, and learning styles.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and know how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher understands how students' physical, social, emotional and cognitive development influence learning, and applies these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understand how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The library media specialist knows how to:

- work with faculty to identify appropriate learning strategies and resources to meet instructional objectives.
- plan activities and opportunities for students to assume increasing responsibilities for planning, undertaking and assuming independent learning.
- provide group and/or individual instruction for all students and staff in library materials and services.

September 29, 1998

- collaborate with teachers to integrate and present instructional lessons or units on information literacy skills.
- instruct staff and students in the design and production of instructional/learning materials.
- model strategies for locating, accessing and evaluating information within and beyond the library media center.
- guide students in accessing, evaluating and using information from multiple sources in order to learn, to think, to create, and to apply new knowledge.
- motivate and guide students and faculty in recognizing literature as an essential base of cultural and practical knowledge and in reading for pleasure as well as for information.

The library media specialist knows of ethical considerations inherent in classroom behavior management.

The library media specialist knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The library media specialist knows how to use resources, aids, and materials for teaching children with special needs.

The library media specialist has an understanding of peer coaching skills.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The library media specialist is committed to:

- establishing and maintaining a positive teaching and learning climate in the school library media center.
- working with faculty to identify appropriate learning strategies and resources to meet instructional objectives.
- planning activities and opportunities for students to assume increasing responsibilities for planning, undertaking and assuming independent learning.
- providing group and/or individual instruction for all students and staff in library materials and services.
- collaborating with teachers to integrate and present instructional lessons or units on information literacy skills.
- instructing staff and students in the design and production of instructional/learning materials.
- modeling strategies for locating, accessing and evaluating information within and beyond the library media center.
- guiding students in accessing, evaluating and using information from multiple sources in order to learn, to think, to create, and to apply new knowledge.
- motivating and guiding students and faculty in recognizing literature as an essential base of cultural and practical knowledge and in reading for pleasure as well as for information.

September 29, 1998

The library media specialist is willing to identify personal attitudes and behaviors that may affect student behavior and the library media center.

The library media specialist believes that all children can learn at high levels and persists in helping all children achieve success including students with exceptionalities.

The library media specialist is committed to allowing students with exceptionalities to participate in ALL library media center activities.

The library media specialist is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connections to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The library media specialist:

- works with faculty to identify appropriate learning strategies and resources to meet instructional objectives.
- plans activities and opportunities for students to assume increasing responsibilities for planning, undertaking and assuming independent learning.
- provides group and/or individual instruction for all students and staff in library materials and services.
- collaborates with teachers to integrate and present instructional lessons or units on information literacy skills.
- instructs staff and students in the design and production of instructional/learning materials.
- models strategies for locating, accessing and evaluating information within and beyond the library media center.
- guides students in accessing, evaluating and using information from multiple sources in order to learn, to think, to create, and to apply new knowledge.

September 29, 1998

- motivates and guides students and faculty in recognizing literature as an essential base of cultural and practical knowledge and in reading for pleasure as well as for information.

The library media specialist applies concepts of human growth and development to library media center activities.

The library media specialist uses or adapts learning techniques/strategies as needed for all students.

The library media specialist selects, procures, and maintains appropriate materials, devices, and aids for all students.

The library media specialist assists students in developing independent study behaviors.

The library media specialist helps pupils work and cooperatively interact with their peers using various methods.

The library media specialist plans appropriate physical arrangements and activities.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The library media specialist knows how to:

- listen and respond to information requests in a manner that encourages further patron inquiry.
- maintain and project a positive attitude in working situations with administrators, teachers, and students.
- use effective communication skills with students, faculty, staff, administrators, parents, other colleagues, and the general public.
- provide equity of access to information and ideas.
- ensure confidentiality and information security to protect the rights of users.

The library media specialist knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

The library media specialist knows how to facilitate the integration of students with exceptionalities into library media center activities.

The library media specialist knows how to use interdisciplinary interaction and has the ability to deliver and interpret treatment plan information.

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The library media specialist is committed to:

- listening and responding to information requests in a manner that encourages further patron inquiry.
- maintaining and projecting a positive attitude in working situations with administrators, teachers, and students.
- using effective communication skills with students, faculty, staff, administrators, parents, other colleagues, and the general public.
- providing equity of access to information and ideas.
- ensuring confidentiality and information security to protect the rights of users.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The library media specialist:

- listens and responds to information requests in a manner that encourages further patron inquiry.
- maintains and projects a positive attitude in working situations with administrators, teachers, and students.
- uses effective communication skills with students, faculty, staff, administrators, parents, other colleagues, and the general public.
- provides equity of access to information and ideas.
- ensures confidentiality and information security to protect the rights of users.

The library media specialist models a professional role in collaborative relationships.

The library media specialist models affective, positive behavior appropriate to specific circumstances.

The library media specialist demonstrates conflict resolution skills.

The library media specialist creates an appropriate environment to increase pupil self-awareness, self-control, self-reliance, and self-esteem.

The library media specialist works collaboratively with teachers to interpret education programs of all students.

September 29, 1998

The library media specialist models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The library media specialist teaches the students to be their own advocates.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people, and how people influence students.

Evidences

The library media specialist knows how to:

- apply appropriate research findings to improve the role of the library media specialist.
- establish and facilitate the efforts of the school library media advisory committee.
- plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching and professional growth.
- identify legislation and policy at the local, state, and national levels that affect the development of the school library media programs and take appropriate action.
- develop annual and long-range plans with faculty, administrators, and other library media professionals based upon assessments and disseminate those plans to appropriate individuals and groups.
- engage in continuous self-evaluation and self-directed learning for personal/professional growth.
- conduct action research to assist in the development and implementation of an exemplary school library media program.

September 29, 1998

- develop and implement an effective public relations program that communicates to the school board, students, faculty, administrators, staff, parents, other colleagues, and the general public the contribution of the school library media program to learning.
- comply with the copyright law and guidelines, advocate compliance, and share interpretations with the school community.
- cooperate and network with other libraries and information agencies to meet information needs and to share resources.
- work with faculty, administrators, and other library media professionals to establish library media program goals which are an integral part of the educational and intellectual life of the school and district.
- maintain an active interest in and contribute to appropriate local, state, regional, and national professional associations and publications.
- promote opportunities to improve the profession.
- promote intellectual freedom.
- implement an on-going instructional technology plan that addresses utilization, staff development, effectiveness, and the needs of all students and staff.
- establish an environment conducive to access of professional educational materials and information for school personnel.
- demonstrate professional integrity through ethical behavior.
- use effective interpersonal relationships within as well as outside the school and community to communicate systematically, to further school goals, and to relate library media program needs and accomplishments.
- collaborate with teachers to design, modify and evaluate classroom lessons and/or units of instruction.
- evaluate in collaboration with faculty, administrators, and other library media professionals the school library media program, emphasizing its instructional impact.

The library media specialist is knowledgeable about current research on teaching and learning and about the impact of the school library media program on student achievement.

The library media specialist knows how to use stress management skills.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The library media specialist is committed to:

- applying appropriate research findings to improve the role of the Library Media Specialist.
- establishing and facilitating the efforts of the school library media advisory committee.
- planning and implementing staff development activities to increase competence in locating, using, and producing resources for teaching and professional growth.
- identifying legislation and policy at the local, state, and national levels that affect the development of the school library media programs and take appropriate action.
- developing annual and long-range plans with faculty, administrators, and other library media professionals based upon assessments and disseminate those plans to appropriate individuals and groups.
- engaging in continuous self-evaluation and self-directed learning for personal/professional growth.
- conducting action research to assist in the development and implementation of an exemplary school library media program.
- developing and implementing an effective public relations program that communicates to the school board, students, faculty, administrators, staff, parents, other colleagues, and the general public the contribution of the school library media program to learning.
- complying with the copyright law and guidelines, advocate compliance, and share interpretations with the school community.
- cooperating and networking with other libraries and information agencies to meet information needs and to share resources.
- working with faculty, administrators, and other library media professionals to establish library media program goals which are an integral part of the educational and intellectual life of the school and district.
- maintaining an active interest in and contributing to appropriate local, state, regional, and national professional associations and publications.
- promoting opportunities to improve the profession.
- promoting intellectual freedom.

September 29, 1998

- implementing an on-going instructional technology plan that addresses utilization, staff development, effectiveness, and the needs of all students and staff.
- establishing an environment conducive to access of professional educational materials and information for school personnel.
- demonstrating professional integrity through ethical behavior.
- using effective interpersonal relationships within as well as outside the school and community to communicate systematically, to further school goals, and to relate library media program needs and accomplishments.
- collaborating with teachers to design, modify and evaluate classroom lessons and/or units of instruction.
- evaluating in collaboration with faculty, administrators, and other library media professionals the school library media program, emphasizing its instructional impact.

The library media specialist realizes the importance of current research on teaching and learning and about the impact of the school library media program on student achievement.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

The teacher fulfills his/her legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher works collaboratively for student and school improvement.

The teacher seeks and uses human, material, community, and financial resources to improve student learning and to improve the school.

The teacher is an advocate for student learning and school improvement.

The teacher develops and maintains a professional presence and maintains a professional growth plan.

Evidences

The library media specialist:

- applies appropriate research findings to improve the role of the Library Media Specialist.
- establishes and facilitates the efforts of the school library media advisory committee.
- plans and implements staff development activities to increase competence in locating, using, and producing resources for teaching and professional growth.
- identifies legislation and policy at the local, state, and national levels that affect the development of the school library media programs and take appropriate action.
- develops annual and long-range plans with faculty, administrators, and other library media professionals based upon assessments and disseminate those plans to appropriate individuals and groups.
- engages in continuous self-evaluation and self-directed learning for personal/professional growth.
- conducts action research to assist in the development and implementation of an exemplary school library media program.
- develops and implements an effective public relations program that communicates to the school board, students, faculty, administrators, staff, parents, other colleagues, and the general public the contribution of the school library media program to learning.
- complies with the copyright law and guidelines, advocate compliance, and share interpretations with the school community.

September 29, 1998

- cooperates and networks with other libraries and information agencies to meet information needs and to share resources.
- works with faculty, administrators, and other library media professionals to establish library media program goals which are an integral part of the educational and intellectual life of the school and district.
- maintains an active interest in and contributes to appropriate local, state, regional, and national professional associations and publications.
- promotes opportunities to improve the profession.
- promotes intellectual freedom.
- implements an on-going instructional technology plan that addresses utilization, staff development, effectiveness, and the needs of all students and staff.
- establishes an environment conducive to access of professional educational materials and information for school personnel.
- demonstrates professional integrity through ethical behavior.
- uses effective interpersonal relationships within as well as outside the school and community to communicate systematically, to further school goals, and to relate library media program needs and accomplishments.
- collaborates with teachers to design, modify and evaluate classroom lessons and/or units of instruction.
- evaluates in collaboration with faculty, administrators, and other library media professionals the school library media program, emphasizing its instructional impact.

The library media specialist applies current research on teaching and learning and on the impact of the school library media program on student achievement.

The library media specialist reads and critically applies research and recommended practices for effective management of teaching and learning.

The library media specialist participates in professional organizations.

The library media specialist adheres to the profession's code of ethical conduct.

The library media specialist demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for pupils.

The library media specialist uses state, local, regional, and national resources to aid in the delivery of services for students.

The library media specialist demonstrates knowledge of the roles and use of paraprofessionals and volunteers in the library media center program.

The library media specialist demonstrates the ability to work with and supervise paraprofessionals in an instructional program.

September 29, 1998

The library media specialist employs adult learning principles in supervising and training other adults.

The library media specialist facilitates the identification of staff development needs and strategies for professional growth.

The library media specialist communicates program needs, processes, and outcomes.