

TPEP Evaluation Framework for Teacher-Librarians

Domain 1 : Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>1a: Demonstrating Knowledge of Content, Curriculum, and Process</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • Curriculum • Information, media, and digital literacy • The research process 	<ul style="list-style-type: none"> • Teacher-librarian is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process. 	<ul style="list-style-type: none"> • Teacher-librarian is familiar with the curriculum but cannot articulate connections with literacies and the research process. 	<ul style="list-style-type: none"> • Teacher-librarian displays adequate knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections. 	<ul style="list-style-type: none"> • Teacher-librarian displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.
<p>1b: Demonstrating Knowledge of Students</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> • Child and adolescent development • The learning process • Students' skills, knowledge and language proficiency • Students' interests and cultural heritage • Students' special needs 	<ul style="list-style-type: none"> • Teacher-librarian makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. • Teacher-librarian does not understand the need for this information in planning and developing the collection. 	<ul style="list-style-type: none"> • Teacher-librarian demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. • Teacher-librarian occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection. 	<ul style="list-style-type: none"> • Teacher-librarian demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. • Teacher-librarian employs intentional strategies to use this knowledge in planning for instruction, promoting reading, and developing the resource collection. 	<ul style="list-style-type: none"> • Teacher-librarian demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. • Teacher-librarian employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.

<p>1c: Supporting Instructional Goals</p> <ul style="list-style-type: none"> • Instructional resources and technology • Instructional services 	<ul style="list-style-type: none"> • Teacher-librarian does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals. 	<ul style="list-style-type: none"> • Teacher-librarian displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals. 	<ul style="list-style-type: none"> • Teacher-librarian displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instruction to support these goals. 	<ul style="list-style-type: none"> • Teacher-librarian displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instruction to support these goals.
---	--	---	---	--

Domain 1 : Planning and Preparation				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>1d: Demonstrating Knowledge and Use of Resources</p> <ul style="list-style-type: none"> • Instructional materials • Search Strategies 	<ul style="list-style-type: none"> • Teacher-librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. 	<ul style="list-style-type: none"> • Teacher-librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. 	<ul style="list-style-type: none"> • Teacher-librarian is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. 	<ul style="list-style-type: none"> • Teacher-librarian is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
<p>1e: Demonstrating a Knowledge of Literature and Lifelong Learning</p> <ul style="list-style-type: none"> • Children's and young adult literature 	<ul style="list-style-type: none"> • Teacher-librarian has little knowledge of genres and rarely promotes good books and reading. 	<ul style="list-style-type: none"> • Teacher-librarian has some knowledge of genres and works with groups and individuals to promote good books and reading. 	<ul style="list-style-type: none"> • Teacher-librarian has an adequate knowledge of most genres and is successful in working with groups and individuals to 	<ul style="list-style-type: none"> • Teacher-librarian has an extensive knowledge of all genres and is extremely successful in working with groups and individuals to promote good books and reading.

<ul style="list-style-type: none"> • Reading promotion 			<p>promote good books and reading.</p>	
<p>1f: Collaborating in the Design of Instructional Experiences</p> <ul style="list-style-type: none"> • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital technology literacy 	<ul style="list-style-type: none"> • Teacher-librarian does not collaborate with teachers in planning, implementing, and assessing learning activities. 	<ul style="list-style-type: none"> • Teacher-librarian collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences. 	<ul style="list-style-type: none"> • Teacher-librarian collaborates with some teachers in planning and implementing learning experiences that integrate the use of multiple resources, and the development of research skills and information literacy. 	<ul style="list-style-type: none"> • Teacher-librarian collaborates with teachers in most disciplines in designing, planning, implementing, and assessing learning experiences that integrate the use of multiple resources and the development of research skills and information literacy.

Domain 2 : The Library Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Interpersonal relations • Student interactions 	<ul style="list-style-type: none"> • Teacher-librarian interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. • Students exhibit disrespect for the teacher-librarian. 	<ul style="list-style-type: none"> • Teacher-librarian to student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit only minimal respect for the teacher-librarian. 	<ul style="list-style-type: none"> • Teacher-librarian to student interactions are friendly and demonstrate genuine caring and respect. Interactions are appropriate. • Students exhibit respect for the teacher-librarian. 	<ul style="list-style-type: none"> • Teacher-librarian to student interactions are friendly and demonstrate genuine caring and respect. Interactions are appropriate to the age and cultures of the students. • Students exhibit respect for the teacher-librarian.

<p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Ethos • Expectations for learning 	<ul style="list-style-type: none"> • Teacher-librarian maintains a controlled and stifling environment not conducive to learning. 	<ul style="list-style-type: none"> • Teacher-librarian maintains an environment that is attractive with expectations that students use the library appropriately. 	<ul style="list-style-type: none"> • Teacher-librarian maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged. 	<ul style="list-style-type: none"> • Teacher-librarian maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.
<p>2c: Managing Library Procedures</p> <ul style="list-style-type: none"> • Circulation procedures • Scheduling procedures 	<ul style="list-style-type: none"> • Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the teacher-librarian. 	<ul style="list-style-type: none"> • Library guidelines and procedures have been established in the areas of circulation and scheduling for library use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the teacher-librarian. 	<ul style="list-style-type: none"> • Library guidelines and procedures have been established in the areas of circulation and scheduling to provide for adequate access to the resources, equipment, the facility, and the expertise of the teacher-librarian. 	<ul style="list-style-type: none"> • Library guidelines and procedures have been established in the areas of circulation and scheduling to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the teacher-librarian.
<p>2d: Managing student behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring student behavior • Response to misbehavior 	<ul style="list-style-type: none"> • Teacher-librarian has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior. 	<ul style="list-style-type: none"> • Teacher-librarian has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students. 	<ul style="list-style-type: none"> • Teacher-librarian has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students. 	<ul style="list-style-type: none"> • Teacher-librarian has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.

Domain 2 : The Library Environment				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

<p>2e: Organizing physical space</p> <ul style="list-style-type: none"> ● Safety ● Traffic Flow ● Self-directed use ● Considerations of functions ● Flexibility 	<ul style="list-style-type: none"> ● Teacher-librarian makes poor use of the physical environment resulting in poor traffic flow, confusing signage. ● Inadequate space is devoted to work areas and computer use, and general confusion. 	<ul style="list-style-type: none"> ● Teacher-librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion. 	<ul style="list-style-type: none"> ● Teacher-librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. ● Arrangement of space allows for self-directed use and accessibility for all students including those with disabilities. 	<ul style="list-style-type: none"> ● Teacher-librarian makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space that can accommodate groups of various sizes. ● Arrangement of space allows for self-directed use and accessibility for all students including those with disabilities. ● The library is attractive and inviting.
--	---	--	---	--

Domain 3 : Instruction				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

<p>3a: Communicating Clearly and Accurately</p> <ul style="list-style-type: none"> • Directions • Procedures • Explanation of content 	<ul style="list-style-type: none"> • Teacher-librarian's instructional purpose is unclear to students. • Directions, procedures, and/or explanations of content are confusing and/or unclear. Spoken language is inaudible or written language is illegible and/or contains errors. • Vocabulary may be inappropriate, vague, or used incorrectly. 	<ul style="list-style-type: none"> • Teacher-librarian attempts to explain the instructional purpose, with limited success. • Directions, procedures, and/or explanations of content are clarified after initial student confusion. • Spoken language is audible and written language is legible and conforms to standard English. • Vocabulary is correct but limited or is not appropriate to the students. 	<ul style="list-style-type: none"> • Teacher-librarian's instructional purpose is clear, including where it is situated within broader learning. • Directions, procedures, and/or explanations of content are clear. Language is clear and correct and conforms to standard English. • Vocabulary is appropriate to the students. 	<ul style="list-style-type: none"> • Teacher-librarian's instructional purpose is clear, including where it is situated within broader learning, linking that purpose to student interests. • Directions, procedures, and/or explanations of content are clear. • Language is correct, conforms to standard English and is expressive, with well-chosen vocabulary. • Opportunities are found to extend students' vocabularies.
<p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation 	<ul style="list-style-type: none"> • Teacher-librarian's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. • Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. • A few students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher-librarian's questions are a combination of low and high quality, posed in rapid succession. • Only some questions invite thoughtful response. Some attempt is made to engage students in genuine discussion rather than recitation, with uneven results. • Attempts made to engage all students in the discussion, but with only limited success. 	<ul style="list-style-type: none"> • Most of the teacher-librarian's questions are of high quality. • Adequate time is provided for students to respond. • Creates a genuine discussion among students, stepping aside when appropriate. • Successfully engages all students in the discussion. 	<ul style="list-style-type: none"> • Teacher-librarian's questions are of uniformly high quality, with adequate time for students to respond. • Students formulate many questions and assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion.

<p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • Learning activities • Grouping • Instructional materials and resources • Pacing 	<ul style="list-style-type: none"> • Learning activities are inappropriate for students' age or background. Students are not mentally engaged in them. • Groups are inappropriate to the outcomes. • Materials and resources are unsuitable to the instructional purposes or do not engage students mentally. • Pacing is too slow or rushed. 	<ul style="list-style-type: none"> • Learning activities are appropriate to some students and engage them mentally. • Groups are moderately successful in advancing the outcomes. • Materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. • Pacing is inconsistent. 	<ul style="list-style-type: none"> • Most learning activities are appropriate to students, and almost all are cognitively engaged. • Groups are productive and mostly appropriate to the outcomes. • Materials and resources are suitable to the instructional purposes and engage students mentally. • Pacing is generally appropriate. 	<ul style="list-style-type: none"> • All students are cognitively engaged in learning activities. • Groups are productive and fully appropriate to the outcomes. • Materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. • Pacing is appropriate for all students.
--	---	---	--	---

Domain 3 : Instruction

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<p>3d: Assessment in Instruction (whole class, one-on-one and small group)</p> <ul style="list-style-type: none"> • Monitoring of student learning 	<ul style="list-style-type: none"> • Teacher-librarian does not monitor the progress of students 	<ul style="list-style-type: none"> • Teacher monitors the progress of students using formative assessment. 	<ul style="list-style-type: none"> • Teacher monitors the progress of students and uses formative assessment data to inform instruction. 	<ul style="list-style-type: none"> • Teacher actively and systematically monitors the progress of students and uses formative assessment data to inform instruction.

<p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustments • Response to students • Persistence 	<ul style="list-style-type: none"> • Teacher-librarian adheres rigidly to an instructional plan, even when a change is clearly needed. Ignores or brushes aside students' questions or interests. • When a student has difficulty learning, the teacher either gives up or blames the student or the students' home environment. 	<ul style="list-style-type: none"> • Teacher-librarian attempts to adjust a lesson when needed, with only partially successful results. • Attempts are made to accommodate students' questions or interests, although the pacing of the lesson is disrupted. • Accepts responsibility for the success of all students but has only limited repertoire of strategies to draw on. 	<ul style="list-style-type: none"> • Teacher-librarian makes a minor adjustment to a lesson, and the adjustment occurs smoothly. • Successfully accommodates students' questions or interests. • Persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies. 	<ul style="list-style-type: none"> • Teacher-librarian successfully makes a major adjustment to a lesson when needed. Seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
<p>3 f: Engaging students in reading literary and informational text and in learning information skills</p>	<ul style="list-style-type: none"> • Students are not engaged in reading literary and informational text and in learning information skills. 	<ul style="list-style-type: none"> • Only some students are engaged in reading literary and informational text and in learning information skills. 	<ul style="list-style-type: none"> • Students are engaged in reading literary and informational text and in learning information skills. 	<ul style="list-style-type: none"> • Students are highly engaged in reading literary and informational text and in learning information skills.
<p>3 g: Knowledge of emerging educational technologies and district supported technologies and works to share those with students and staff.</p>	<p>Teacher-librarian demonstrates lack of knowledge of new technology required by district/school and rarely shares new technology with school colleagues.</p>	<p>Teacher-librarian learns new technology required by the district/school and shares with school colleagues in formal (trainings, meetings) and informal (emails, "hallway conversations," etc.) situations.</p>	<p>Teacher-librarian tests out emerging educational technology tools, is proficient in using school's devices, and shares findings with colleagues and students in formal (trainings, meetings, etc.) and/or informal (emails, conversations, etc.) situations.</p>	<p>Teacher-librarian takes initiative to research and learn to use emerging educational technologies, proficient on district-supported devices, and quick to share findings with colleagues and students both formally (meetings, trainings, blog, online resources center) and informally (emails ,conversations, etc.)</p>

3: h: Takes part in technology related professional development.	Teacher-librarian attends required school and district educational technology professional learning opportunities, yet struggles with integrating it into teaching practice.	Teacher-librarian participates in required school and district professional opportunities related to information and educational technology and integrates new technology into teaching practice	Teacher-librarian participates in required school and district professional development; integrates new technology into teaching practice; researches online resources, integrates information and educational technology; and possesses genuine interest in educational technology.	Teacher-librarian actively leads/participates in opportunities for professional development through the school and district and/or information and educational technology professional associations; integrates new technology into teaching practice; researches education technology innovations, and holds a deep curiosity and passion for innovative practices in education.

Domain 4 : Professional Responsibilities				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Practice <ul style="list-style-type: none"> ● Reflection ● Vision ● Change 	<ul style="list-style-type: none"> ● Teacher-librarian does not know whether a lesson was effective or achieved its outcomes. ● Has no suggestion for how a lesson or the library could be improved. 	<ul style="list-style-type: none"> ● Teacher-librarian has a generally accurate impression of a lesson's effectiveness and the extent to which outcomes are met. ● Makes general suggestions for how a lesson or the library could be improved. 	<ul style="list-style-type: none"> ● Teacher-librarian's reflection provides an accurate assessment of a lesson's effectiveness and the extent to which outcomes were met and can cite general references to support judgment. ● Makes a few specific suggestions of what could be done to improve a lesson or the library. 	<ul style="list-style-type: none"> ● Teacher-librarian makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its outcomes, citing many specific examples. ● Offers specific alternative actions to improve a lesson or the library, complete with the probable success of different courses of action.

4b: Maintaining Accurate Records <ul style="list-style-type: none"> • Catalog • Circulation • Statistics • Using data 	<ul style="list-style-type: none"> • Teacher-librarian does not maintain accurate or current records. 	<ul style="list-style-type: none"> • Teacher-librarian maintains records including a current catalog of resources, circulation records, an inventory of materials, and statistics of library use. 	<ul style="list-style-type: none"> • Teacher-librarian maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of materials; and statistics of library use. 	<ul style="list-style-type: none"> • Teacher-librarian maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of materials and; statistics of library use. • Records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.
4c: Communication of library program and services <ul style="list-style-type: none"> • Communicate with school community 	<ul style="list-style-type: none"> • Teacher-librarian does not communicate with the school community about the library program and services. 	<ul style="list-style-type: none"> • Teacher-librarian communicates inconsistently with the school community about the library program and services. 	<ul style="list-style-type: none"> • Teacher-librarian communicates consistently with the school community about the library program and services. 	<ul style="list-style-type: none"> • Teacher-librarian effectively and consistently communicates with the school staff, families, and community about the library program and services.
4d: Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Involvement in a inquiry • Service to the School • Participation in school and district projects 	<ul style="list-style-type: none"> • Teacher-librarians' relationships with colleagues are frequently negative or self-serving and the teacher-librarian avoids or refuses to be involved in school and district events and projects. 	<ul style="list-style-type: none"> • Teacher-librarian participates in school and district events and projects when specifically requested. Teacher-librarian usually maintains a positive collaborative relationship with colleagues. 	<ul style="list-style-type: none"> • Teacher-librarian contributes to the school and to the district by participating in school events. Support and cooperation characterize relationships with colleagues. 	<ul style="list-style-type: none"> • Teacher-librarian makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

Domain 4 : Professional Responsibility				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

<p>4e: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession 	<ul style="list-style-type: none"> • Teacher-librarian makes no attempt to go beyond what is required for maintaining certification. • Resists feedback on performance from either supervisors or more experienced colleagues. • Makes no effort to share knowledge with others or to assume professional responsibilities. 	<ul style="list-style-type: none"> • Teacher-librarian participates in professional activities when convenient. • Accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. • Contributes to the profession to a limited extent. 	<ul style="list-style-type: none"> • Teacher-librarian seeks out opportunities for professional development to enhance professional practice. • Welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. • Participates actively in assisting other educators. 	<ul style="list-style-type: none"> • Teacher-librarian seeks out opportunities for professional development through professional reading, memberships, conferences, and/or action research. • Seeks out feedback from both supervisors and colleagues. • Initiates important activities such as teaching workshops, writing articles, and/or making presentations to contribute to the profession on a district, state, and/or national level.
<p>4f: Collection Development and Maintenance</p> <ul style="list-style-type: none"> • Assessment • Selection • Weeding 	<ul style="list-style-type: none"> • Teacher-librarian makes new purchases (when possible) of resources and equipment without weeding and assessing the collection of resources and equipment. 	<ul style="list-style-type: none"> • Teacher-librarian inconsistently assesses, makes new purchases (when possible) , and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. 	<ul style="list-style-type: none"> • Teacher-librarian regularly assesses, makes new purchases (when possible), and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. 	<ul style="list-style-type: none"> • Teacher-librarian solicits input from members of the staff, the students and the school community to build the library collection. • Assesses, makes new (when possible) purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. • Advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.

<p>4g: Showing Professionalism</p> <ul style="list-style-type: none"> ● Ethical conduct ● Copyright compliance 	<ul style="list-style-type: none"> ● Teacher-librarian displays dishonesty in interactions with colleagues, students, and the public. ● Violates copyright laws. 	<ul style="list-style-type: none"> ● Teacher-librarian is honest in interactions with colleagues, students, and the public ● Respects copyright laws. 	<ul style="list-style-type: none"> ● Teacher-librarian displays high standards of honesty and integrity in interactions with colleagues, students, and the public. ● Adheres carefully to copyright laws. 	<ul style="list-style-type: none"> ● Teacher-librarian demonstrates and advocates the highest standards of honesty and integrity. ● Adheres carefully to copyright laws and educates students and staff about plagiarism and copyright laws.
<p>4h: Technology Vision</p>	<p>Teacher-librarian Provides no or insufficient input on technology vision for school and/or demonstrates resistance integrating technology.</p>	<p>Teacher-librarian Provides input on technology vision as it relates to the library and facilitates professional development opportunities at direction of school's leadership team.</p>	<p>Teacher-librarian Collaborates with school's leadership team, teachers, and support staff to define district and/or school technology vision and facilitates related professional learning opportunities.</p>	<p>Teacher-librarian Provides leadership for achieving technology vision through deep understanding of district and/or school vision and relevant emerging technologies and by closely collaborating with school's leadership team, teachers, support staff and district specialists to facilitate related professional learning opportunities.</p>

4i: Technology Collaboration and/or Training	Teacher-librarian makes little to no attempt for coordinating his/her professional development offerings with site leaders, instructional coaches, and/or teachers.	Teacher-librarian is available to coordinate with site leaders, instructional coaches, and/or teachers to deliver relevant and targeted professional development related to instructional technology.	Teacher-librarian actively seeks to collaborate with site leaders, instructional coaches, teachers, and/or district technology specialists to support training of teachers and/or students. Offers clear strategies for sharing resources, ideas, and innovation with fellow colleagues and students.	Teacher-librarian actively seeks to collaborate with site leaders, instructional coaches, teachers, and/or district technology specialists to support training of teachers and/or students; develops and revises building based technology support systems. Offers clear strategies for sharing resources, ideas, and innovation with fellow colleagues and students.
---	---	---	---	---