

Rubric for Evaluating Colorado Teachers: Teacher Librarians

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices

Level 2 Practices

Level 3 Practices
(Meets State Standard)

Level 4 Practices

Level 5 Practices

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.



<p>THE TEACHER LIBRARIAN plans lessons that:</p> <p>1 Support Colorado Academic Standards.</p> <p>2 Incorporate relevant instructional objectives.</p> <p>3 Demonstrate assessment best practices.</p>	<p>... and THE TEACHER LIBRARIAN implements lessons that:</p> <p>4 Align to the district's plan of instruction.</p> <p>5 Reflect vertical and horizontal alignment of the grade or subject area.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>6 Collaborates with others to ensure implementation of learning objectives and outcomes.</p>	<p>... and EDUCATORS:</p> <p>7 Collaboratively plan instruction.</p> <p>... and STUDENTS:</p> <p>8 Demonstrate relevant literacy skills correlated with standards.</p>	<p>... and EDUCATORS:</p> <p>9 Incorporate collaboratively created plans into their instruction.</p> <p>... and STUDENTS:</p> <p>10 Can provide a relevant connection to the standard in their words.</p>
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Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.



<p>THE TEACHER LIBRARIAN:</p> <p>1 Connects lessons to key concepts and themes within other disciplines and/or content areas.</p> <p>2 Makes content specific academic language accessible.</p>	<p>... and THE TEACHER LIBRARIAN implements instructional strategies across content areas that include:</p> <p>4 Literacy skills (*e.g., reading, writing, listening, speaking, digital, information, and/or financial literacy).</p> <p>5 Mathematical thinking (*e.g., problem solving, perseverance, abstract reasoning, and/or evidence based arguments).</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>6 Makes interdisciplinary connections explicit.</p> <p>7 Strategically integrates literacy skills* across content areas.</p> <p>8 Strategically supports the development of students' mathematical thinking*.</p>	<p>... and STUDENTS:</p> <p>9 Apply literacy skills* and mathematical thinking*.</p>	<p>... and STUDENTS:</p> <p>10 Draw real-world connections to other content area(s).</p>
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Level 1 Practices

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Level 3 Practices (Meets State Standard)

Level 4 Practices

Level 5 Practices

ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.



THE TEACHER LIBRARIAN:

1 Scaffolds questions, concepts, and skills based on learning outcomes.

2 Uses and recommends instructional resources that are applicable for the lesson being taught.

3 Encourages and provides opportunities to make connections to prior learning.

... and THE TEACHER LIBRARIAN implements:

4 Instructional strategies that best align to the learning objective.

5 Multiple models and delivery methods to explain concepts accurately.

6 Questioning techniques to support inquiry.

... and THE TEACHER LIBRARIAN:

7 Anticipates and addresses misconceptions related to the learning objective.

8 Collaboratively develops and implements inquiry-based learning opportunities.

... and EDUCATORS:

9 Incorporate appropriate resources to deepen student learning.

... and STUDENTS:

10 Apply skills and knowledge to engage in more complex tasks.


... and STUDENTS:

11 Generate questions that lead to further inquiry and self-directed learning.

12 Synthesize concepts to create original thinking within and across disciplines.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.</p> 				
<p>THE TEACHER LIBRARIAN maintains:</p> <p>1 Safety and welfare within the environment.</p> <p>2 Clear expectations for behavior in support of building initiatives.</p> <p>3 Procedures and routines to guide safe and respectful library and technology use.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>4 Facilitates accountability to library and technology procedures and routines.</p> <p>5 Consistently reinforces expectations.</p> <p>6 Demonstrates caring and respectful relationship with students/educators.</p>	<p>... and THE TEACHER LIBRARIAN provides instruction that:</p> <p>7 Models purposeful and acceptable behavior in the learning environment.</p> <p>8 Supports strategies to reduce disruptive or off-task behaviors in the learning environment.</p>	<p>... and STUDENTS:</p> <p>9 Demonstrate mutual respect in the learning environment.</p> <p>10 Uphold school and learning environment rules and expectations across digital and in person environments.</p>	<p>... and STUDENTS:</p> <p>11 Encourage positive behavior from peers across digital and in person environments.</p>

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices

Level 2 Practices

**Level 3 Practices
(Meets State Standard)**

Level 4 Practices

Level 5 Practices

ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.



THE TEACHER LIBRARIAN:

1 Acknowledges the influence of race, ethnicity, gender, religion, socioeconomic and other aspects of culture on student/educator perspectives within the learning environment and library collection.

2 Develops a library collection which is representative of a diverse population of students and educators.

... and
THE TEACHER LIBRARIAN:

Creates and continually refines a learning environment and library collection in which diversity is used to ensure:

3 A sense of community.

4 Effective interactions.

5 Incorporates resources that reflect diverse backgrounds, experiences, and points of view.

... and
THE TEACHER LIBRARIAN

Builds a library collection, creates a learning environment, and delivers instruction that:

6 Delivers lessons to ensure diverse and representative backgrounds and contextual knowledge are considered.

7 Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures.

... and
STUDENTS:

8 Respect the uniqueness of peers.

9 Seek a variety of perspectives to enhance their learning.

... and
EDUCATORS:

10 Seek a variety of perspectives to enhance their instruction.

... and
STUDENTS:

11 Find resources in the library that reflect their identities/lived experiences and develop their desire to learn.

... and
EDUCATORS:

12 Guide decisions related to the library environment, collection, and programming.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices

Level 2 Practices

Level 3 Practices (Meets State Standard)

Level 4 Practices

Level 5 Practices

ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.



THE TEACHER LIBRARIAN:

- 1 Plans for a variety of learning needs and interests.
- 2 Adapts the physical environment to support individual needs.

... and THE TEACHER LIBRARIAN:

- 3 Initiates collaboration with students/educators to better understand and respond to learning needs and interests.
- 4 Participates in collaborative planning to address learning needs.
- 5 Encourages contributions of students/educators across a range of ability levels.

... and THE TEACHER LIBRARIAN:

- 6 Collaborates with students/educators to implement a variety of inclusion, intervention, and/or enrichment practices to address unique learning needs and interests.
- 7 Promotes opportunities and support to self-select tasks that accelerate progress toward learning goals.
- 8 Partners with colleagues to promote self reflection, self regulation, and persistence into Instruction.

... and STUDENTS AND/OR EDUCATORS:

- 9 Use library resources to support learning needs and interests that affect classroom performance.

... and STUDENTS AND/OR EDUCATORS:

- 10 Use the library space to engage in different types of learning activities, e.g. self study, partner work, and cooperative group work.
- 11 View the library as a safe space to apply skills such as self reflection, self regulation, connection with peers, and persistence.

QUALITY STANDARD II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.



<p>THE TEACHER LIBRARIAN establishes:</p> <p>1 An environment that encourages participation from families and/or significant adults.</p> <p>2 Respectful relationships with families and/or significant adults.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>3 Uses a variety of methods to initiate communication with families and/or significant adults in the school and community.</p> <p>4 Shares information about library resources and services available to support student progress.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>5 Recognizes obstacles to family and community use of library resources and/or library programming and seeks solutions to overcome them.</p>	<p>... and FAMILIES AND/OR SIGNIFICANT ADULTS:</p> <p>6 Collaborate with the teacher librarian to remove obstacles to use library resources and/or participate in library programming.</p>	<p>... and FAMILIES AND/OR SIGNIFICANT ADULTS:</p> <p>7 Use library resources and participate in library programming.</p>
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QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices

Level 2 Practices

**Level 3 Practices
(Meets State Standard)**

Level 4 Practices

Level 5 Practices

ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.



**THE TEACHER
LIBRARIAN:**

1 Considers the intellectual, physical, social, and emotional development of students when planning lessons.

... and
**THE TEACHER
LIBRARIAN:**

2 Collaborates with educators to improve the quality of instruction and ensure resources and materials used are developmentally appropriate.

... and
**THE TEACHER
LIBRARIAN:**

3 Engages students in developmentally appropriate learning.

4 Engages students/educators in creative learning experiences.

... and
**STUDENTS
AND/OR
EDUCATORS:**

5 Advocate for their learning needs.


6 Communicate the value of new and different ways of learning.

... and
**STUDENTS
AND/OR
EDUCATORS:**

7 Apply new and different ways of learning.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
<p>ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.</p> 				
<p>THE TEACHER LIBRARIAN:</p> <p>1 Determines current skill levels and uses that information to plan instruction.</p> <p>2 Selects assessment strategies aligned to the learning objective.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>3 Monitors learning using various assessment strategies.</p> <p>4 Provides timely feedback that is academically focused and high quality.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>5 Incorporates feedback to improve learning.</p>	<p>... and STUDENTS AND/OR EDUCATORS:</p> <p>6 Self-assess on a variety of skills and concepts.</p> <p>7 Revise their work based on feedback.</p>	<p>... and STUDENTS AND/OR EDUCATORS:</p> <p>8 Discuss performance with others.</p> <p>9 Monitor and revise their learning goals based on feedback.</p>

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices

Level 2 Practices

**Level 3 Practices
(Meets State Standard)**

Level 4 Practices

Level 5 Practices

ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.



**THE TEACHER
LIBRARIAN:**

1 Plans lessons incorporating available technology.

2 Assesses available technology to use with instruction.

... and
**THE TEACHER
LIBRARIAN**

uses available technology to:

3 Facilitate instruction.

4 Develop knowledge and skills based on lesson outcomes.

5 Models responsible and ethical use of technology and Applications.

... and
**THE TEACHER
LIBRARIAN**

integrates available technology to enhance:

6 Creativity.

7 Use of information.

8 Collaboration.

... and
**STUDENTS
AND/OR
EDUCATORS:**

9 Demonstrate responsible and ethical digital citizenship.

10 Use available technology to apply team building skills.

... and
**STUDENTS
AND/OR
EDUCATORS:**

11 Self-select appropriate technology tools based on lesson outcomes.

2 Create artifacts and design tools to solve authentic problems.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1
Practices

Level 2 Practices

Level 3 Practices
(Meets State Standard)

Level 4 Practices

Level 5 Practices

ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.



**THE TEACHER
LIBRARIAN:**

1 Establishes challenging expectations.

2 Plans lessons that incorporate critical-thinking and problem solving skills.

... and
**THE TEACHER
LIBRARIAN:**

3 Uses questioning strategies to develop critical-thinking and problem-solving skills.

4 Uses wait time to encourage responses.

... and
**THE TEACHER
LIBRARIAN:**

5 Models critical thinking and problem-solving skills.

... and
**STUDENTS
AND/OR
EDUCATORS:**

6 Use questioning strategies to develop and test innovative ideas.

7 Use evidence to justify conclusions and synthesize knowledge.

... and
**STUDENTS
AND/OR
EDUCATORS:**

8 Construct logical arguments.

9 Use concepts to solve problems.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices

Level 2 Practices

Level 3 Practices
(Meets State Standard)

Level 4 Practices

Level 5 Practices

ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.



**THE TEACHER
LIBRARIAN:**

1 Identifies a clear purpose for collaboration.

... and
**THE TEACHER
LIBRARIAN:**

2 Provides opportunities to participate using various roles and modes of communication.

3 Adjusts groups based on learning objectives and student/educator needs.

... and
**THE TEACHER
LIBRARIAN:**

4 Upholds accountability for work product and collaboration processes.

5 Promotes teamwork and leadership skills.

... and
**STUDENTS
AND/OR
EDUCATORS:**

6 Demonstrate a willingness to assume leadership roles in their teams.

7 Utilize group processes to build trust and promote effective team interactions.

... and
**STUDENTS
AND/OR
EDUCATORS:**

8 Use group feedback to reflect on and improve the quality of their work.

QUALITY STANDARD III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Level 1 Practices

Level 2 Practices

Level 3 Practices
(Meets State Standard)

Level 4 Practices

Level 5 Practices

ELEMENT F: Teachers model and promote effective communication.



**THE TEACHER
LIBRARIAN:**

1 Establishes expectations to support effective communication.

2 Provides clear directions to guide learning and behavior.

... and
**THE TEACHER
LIBRARIAN:**

3 Uses active listening strategies.

... and
**THE TEACHER
LIBRARIAN:**

4 Cultivates ability to clearly articulate thoughts and ideas.

5 Effectively communicates how/why to use library resources to the community.

... and
**STUDENTS
AND/OR
EDUCATORS:**

6 Apply clear and appropriate communication skills.

7 Formulate questions and explain their thinking.

... and
**STUDENTS
AND/OR
EDUCATORS:**

8 Use active listening strategies to extend and enrich the discussion.

QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices

Level 2 Practices

**Level 3 Practices
(Meets State Standard)**

Level 4 Practices

Level 5 Practices

ELEMENT A: Teachers demonstrate high standards for professional conduct.



THE TEACHER LIBRARIAN

maintains confidentiality of:

1 Student records and data as required by law.

2 Students, families, and other educators.

3 Demonstrates reliable and responsible behavior.

... and
THE TEACHER LIBRARIAN

engages in interactions that are:

4 Respectful.

5 Consistent.

6 Reasonable.

7 Models ethical behavior.

... and
THE TEACHER LIBRARIAN:

8 Promotes ethical behavior of students as individuals and as members of a community.

... and
THE TEACHER LIBRARIAN:

9 Encourages colleagues' accountability to school and district vision and mission.

... and
THE TEACHER LIBRARIAN:

10 Serves as an advocate for school and district vision and mission.

QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT B: Teachers link professional growth to their professional goals.



<p>THE TEACHER LIBRARIAN reflects on and engages in professional learning activities aligned to:</p> <p>1 Colorado Academic Standards.</p> <p>2 School and district goals.</p> <p>3 Professional goals and growth plan.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>4 Applies knowledge and skills learned through professional learning to improve student outcomes.</p> <p>5 Seeks performance feedback from supervisor and/or colleagues to improve practice.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>6 Implements performance feedback from supervisor and/or colleagues to improve practice.</p> <p>7 Applies research as a key component of ongoing learning and development.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>8 Uses data to monitor and evaluate instructional strategies acquired through professional learning.</p> <p>9 Reflects on and adjusts instruction resulting in student growth.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>10 Self-selects professional learning beyond district/school offerings that builds instructional expertise.</p>
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QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
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ELEMENT C: Teachers respond to a complex, dynamic environment.



<p>THE TEACHER LIBRARIAN:</p> <p>1 Maintains a productive and respectful relationship with colleagues.</p>	<p>... and</p> <p>THE TEACHER LIBRARIAN adapts to the changing demands of the:</p> <p>2 Classroom and/or library environment.</p> <p>3 School environment.</p>	<p>... and</p> <p>THE TEACHER LIBRARIAN collaborates with colleagues to:</p> <p>4 Navigate change while maintaining a focus on student learning.</p> <p>5 Implement change efforts.</p>	<p>... and</p> <p>THE TEACHER LIBRARIAN:</p> <p>6 Contributes to school improvement planning efforts.</p>	<p>... and</p> <p>THE TEACHER LIBRARIAN:</p> <p>7 Contributes to district improvement planning efforts.</p>
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QUALITY STANDARD IV

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

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<p>ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.</p> <div style="text-align: right;">   </div>				
<p>THE TEACHER LIBRARIAN:</p> <p>1 Contributes to school committees and teams.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>2 Actively participates in school decision making processes.</p> <p>3 Acts as an informal mentor/resource to colleagues.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>4 Increases the capacity of colleagues to improve practice.</p> <p>5 Seeks opportunities to lead.</p> <p>6 Promotes an inclusive school culture through family or community outreach.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>7 Advocates for improvements to teaching and learning at the local, state, and/or national level.</p> <p>8 Works with colleagues to promote changes to school-wide systems to improve student learning.</p>	<p>... and THE TEACHER LIBRARIAN:</p> <p>9 Leads activities designed to improve local, state and/or national level policies and procedures.</p> <p>10 Collaborates with community partners, organizations, and/or networks to address educational issues.</p>