

Characteristics of Highly Effective Teaching and Learning (Library)

Section One: Learning Climate

Learning Climate: a safe environment supported by the school media librarian(s) in which high, clear expectations and positive relationships are fostered; active learning is promoted

School Media Librarian (SML) Characteristics:

A. SML creates learning environments where students are active participants as individuals and as members of collaborative groups. The librarian:

- 1) provides for independent and cooperative group learning.
- 2) encourages participation in book clubs, literature circles, student book blogs, and library reading programs (e.g. **Kentucky Bluegrass Awards**, Battle of the Books).



B. SML motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. The librarian:

- 1) maintains a supportive and nurturing environment in the library to increase student satisfaction and achievement.
- 2) fosters compassion and respect by thoughtfully guiding students with reading selections and topics for writing, researching and exploring.
- 3) regularly models and enhances the thinking processes and communication skills of a literate person, emphasizing curiosity and enthusiasm about literary and non-literary texts and the uses of language.

C. SML cultivates cross cultural understandings and the value of diversity. The librarian:

- 1) promotes STEM (Science, Technology, Engineering and Mathematics) fields and careers to all students (pre-K through 12th grade).
- 2) is knowledgeable of learning styles, stages of human growth and development and cultural influences on learning.
- 3) develops a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.
- 4) encourages students to share confusions and difficulties and recognizes the diverse perspectives and resources brought by each member of the class.
- 5) provides opportunities for students to read literature from a variety of perspectives and cultures.
- 6) ensures the collection reflects the diverse interests of students.

D. SML encourages students to accept responsibility for their own learning and accommodates

the diverse learning needs of all students. The librarian:

- 1) supports the learning of all students and members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs.
- 2) sets expectations for all students to attain individual literacy goals.
- 3) demonstrates knowledge of a variety of information sources and services that support the needs of the diverse learning community.
- 4) identifies and provides support for diverse student information needs.
- 5) makes effective use of data and information to assess how the library media program addresses the needs of diverse communities.

E. SML displays effective and efficient classroom management that includes classroom routines that promote comfort, order and appropriate student behaviors. The librarian:

- 1) uses library routines and procedures to develop appropriate student behavior.
- 2) practices efficient circulation procedures.
- 3) posts and enforces rules to make the library media center a place of learning for all.
- 4) maintains a welcoming, neat, attractive library media center that is user friendly.
- 5) develops, implements, and evaluates policies and procedures that support teaching and learning in school libraries.
- 6) develops a behavior management plan that aligns with the school-wide discipline plan.

F. SML provides students equitable access to technology, space, tools and time. The librarian:

- 1) is accessible to the total school community.
- 2) provides access to the media center resources before and after school.
- 3) promotes extended use of the media center beyond the school day.
- 4) manages information by providing intellectual and physical access to information in print, media, and online resources, either local or web-based.
- 5) supports **flexible**, open access for library services.



- 6) demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to all resources and services.
- 7) facilitates access to information in print, non-print, and digital formats.
- 8) organizes library media facilities to enhance the use of information resources and services and to ensure equitable access.

G. SML effectively allocates time for students to engage in hands-on experience, discuss and process content and make meaningful connections. The librarian:

- 1) provides sufficient time for students to independently select books for research, assignments or pleasure reading.
- 2) provides sufficient time for discussion and questions.
- 3) provides time for students to understand content and make connections.

H. SML designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning. The librarian:

- 1) enhances learning by providing opportunities for students to share and learn with others both

through face-to-face situations and technology.

- 2) assesses learner needs and designs instruction that reflects educational best practices.
- 3) designs and implements instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.
- 4) designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.
- 5) promotes the idea that learning is a process and mistakes are part of that process by creating a literate community that encourages students to share their ongoing work and take risks.

I. SML creates an environment where student work is valued, appreciated and used as a learning tool. The librarian:

- 1) displays student work through various venues, such as bulletin boards, digital slides, and Web pages, and school-based telecasts.
- 2) shares from selected proficient student work for others to model.

Section Two: Classroom Assessment and Reflection

Classroom Assessment and Reflection: the school media librarian, classroom teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction

School Media Librarian (SML) Characteristics:

A. SML is informed and aware of the uses of multiple methods to systematically gather data about student understanding and ability. The librarian:

- 1) collaborates with teachers to design and implement lessons geared to the student's ability.
- 2) uses student data as one way to inform collection development.

B. SML uses student work/data, observations of instruction, assignments and interactions with colleagues to reflect on and improve teaching practice. The librarian:

- 1) collaborates with classroom teachers and other specialists to analyze student products to inform instructional practices related to information seeking skills and strategies.
- 2) reflects with classroom teacher on student work analysis activities to guide future projects.

C. SML revises instructional strategies based upon student achievement data.

D. SML uncovers students' prior understanding of the concepts to be addressed and addresses students' misconceptions/incomplete conceptions. The librarian:

- 1) guides students in information seeking to enhance their ability to think critically.
- 2) recommends reliable, quality resources and guides students in evaluating those resources.

E. SML co-develops scoring guides/rubrics with students and provides adequate modeling to make clear the expectations for quality performance. The librarian:

- 1) collaboratively develops rubrics aligned with AASL *Standards for the 21st Century Learner* and content area standards.



- 2) uses and displays models to clarify expectations of high quality products.

F. SML guides students to apply rubrics to assess their performance and identify improvement strategies.

G. SML provides regular and timely feedback to students and parents that move learners forward. The librarian:

- 1) participates in parent teacher conferences, as needed.
- 2) provides parents/guardians opportunities for library visits (i.e. family literacy nights, parent-child book clubs).
- 3) promotes the **Library Bill of Rights** in protecting the rights of all children to read.



- 4) provides the classroom teacher with feedback on student work in the library media center.
- 5) communicates library activities via a newsletter, Web page, bulletin boards, and/or school-based telecasts.

H. Classroom teacher allows students to use feedback to improve their work before a grade is assigned. The librarian:

- 1) provides formative assessment feedback.
- 2) identifies supplemental resources for student work improvement.
- 3) supports all content areas; the library media program is not a graded discipline/content area.

I. SML facilitates students in self- and peer-assessment. The librarian:

- 1) supports the classroom teacher in providing opportunities for students to evaluate their own and other's work.
- 2) supports the classroom teacher in providing opportunities for students to participate in peer editing and conferencing.

J. SML reflects on instruction and makes adjustments as student learning occurs.

Section Three: Instructional Rigor and Student Engagement

Instructional Rigor and Student Engagement: a teacher supports and encourages a student's commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving

School Media Librarian (SML) Characteristics:

A. SML instructs the complex processes, concepts and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. The librarian:

- 1) helps students learn through educational games and activities designed to meet state and national standards.
- 2) assists students with reading, viewing and listening for information in order to make inferences and gather meaning.



B. SML scaffolds instruction to help students reason and develop problem-solving strategies. The librarian:

- 1) provides resources that address a broad range of reading interest levels.
- 2) uses a variety of strategies to reinforce classroom instruction to address the diverse needs and interests of all readers.

C. SML orchestrates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills. The librarian:

- 1) encourages students and teachers to collaborate with others to broaden and deepen understanding.
- 2) uses and reinforces a wide variety of reading instructional strategies to ensure the K-12 students are able to create meaning from text.
- 3) employs strategies to integrate multiple literacies with content curriculum.

D. SML provides meaningful learning opportunities for students. The librarian:

- 1) guides students in the use of digital information resources.
- 2) ensures that the library provides an independent learning environment that connects students and teachers in a social, digital community.
- 3) promotes physical and intellectual access to developmental and curricular appropriate **databases**, portals, websites, blogs, videos, and other media.



- 4) collaborates with classroom teachers on projects that help students use a variety of resources, conduct research, and present their findings.

5) is familiar with a wide range of children, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

E. SML challenges students to think deeply about problems and encourages/models a variety of approaches to a solution. The librarian:

- 1) promotes independent learning through exploration and inquiry.
- 2) integrates the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.
- 3) demonstrates the use of a variety of research strategies to generate knowledge to improve practice.

F. SML integrates a variety of learning resources with classroom instruction to increase learning options. The librarian:

- 1) **promotes reading** for learning, personal growth, and enjoyment.



- 2) uses interactive and engaging communication tools for student projects (i.e. digital storytelling, wikis, podcasts, streaming videos)
- 3) provides a collection of reading materials in multiple formats to support reading for information, reading for pleasure and reading for lifelong learning.
- 4) uses a variety of strategies to **promote leisure reading** and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.



G. SML structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse. The librarian:

- 1) instructs students to respect **copyright/intellectual property rights** of creators and producers.



- 2) models and promotes ethical, equitable access to and use of physical, digital and virtual collections of resources.

H. SML integrates the application of inquiry skills into learning experiences. The librarian:

- 1) implements the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning.
- 2) follows an inquiry-based process in seeking knowledge in research, and makes the real-world connection for using this process in life.
- 3) teaches students to use prior knowledge as context for new learning.
- 4) conducts reference interviews, as needed.

I. SML clarifies and shares with students learning intentions/targets and criteria for success.

Section Four: Instructional Relevance

Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

School Media Librarian (SML) Characteristics:

A. SML designs learning opportunities that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of the learning. The librarian:

- 1) ensures that the library collection has a wide variety of genres, with differing levels of difficulty, and provides a diversity of topics for students to explore.
- 2) provides for self selection of library materials.
- 3) promotes digital citizenship in the ethical use of materials.
- 4) guides students through a research process (i.e. **Big 6**).



B. SML links concepts and key ideas to students' prior experiences and understandings, uses multiple representations, examples and explanations. The librarian:

- 1) builds student background knowledge through various learning experiences (e.g. **virtual field trips**, multimedia presentations, read-alouds, discussions, etc.).



- 2) differentiates instruction according to the needs of the students.

C. SML incorporates student experiences, interests and real-life situations in instruction. The librarian:

- 1) provides experiences that promote students' interests and encourage lifelong learning and love of reading.
- 2) allows for self selection of library materials.

D. SML selects and utilizes a variety of technology that support student learning. The librarian:

- 1) provides opportunities for students to experiment with a variety of technology to enhance learning.
- 2) keeps abreast of current technologies by attending **professional meetings** and reading professional literature.



- 3) promotes access by all students to technology resources available in the library.
- 4) actively solicits funds for technology resources to support learning for all students.

E. SML effectively incorporates 21st Century Learning Skills that prepare students to meet future challenges. The librarian:

- 1) provides instruction that involves inquiry based learning and project based learning.
- 2) encourages information seeking and promotes appropriate use of information.
- 3) enables 21st century technology tool integration.
- 4) is knowledgeable about production of media to assist students.
- 5) promotes digital citizenship in the ethical use of materials.



F. SML works with other teachers to make connections between and among disciplines. The librarian:

- 1) encourages cross curricular projects by collaborating with content teachers.
- 2) encourages reading across the curriculum and provides materials to enhance this activity.
- 3) selects instructional materials to support connections among disciplines.

G. SML makes lesson connections to community, society, and current events. The librarian:

- 1) provides opportunities for authentic social and collaborative communications that emphasize ethical research.
- 2) facilitates connections to the world of work through the exploration of careers which require advanced application of literacy skills.
- 3) utilizes annual events calendar to make connections to current events (e.g. Black History Month, Women's History Month, Banned Books Week, School Library Month, etc.).
- 4) provides information about the community, society, and current events via newspapers, periodicals, and/or online databases.

Section Five: Knowledge of Content

Knowledge of Content: a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline.

School Media Librarian (SML) Characteristics:

A. SML demonstrates an understanding and in-depth knowledge of content and maintains an ability to convey this content to students. The librarian:

- 1) maintains school media librarian **certification**



- 2) promotes information literacy and technology in the curriculum to facilitate teaching, student achievement, and lifelong learning.

B. SML maintains on-going knowledge and awareness of current content developments. The librarian:

- 1) participates in local, regional, state and national **professional organizations**.



- 2) subscribes to state and national listservs, such as KYLMS and LM_NET.
- 3) attends professional development sessions related to school library media, such as Kentucky School Media Association (KSMA) Summer Refresher and Fall Conference, technology conferences, etc.

C. Teacher designs and implements standards-based courses/lessons/units using state and national standards. The librarian:

- 1) collaborates with content area teachers to support the curriculum.

D. SML uses and promotes the understanding of appropriate content vocabulary. The librarian:

- 1) teaches appropriate vocabulary to discuss literature found in novels such as plot, theme, characters, etc.
- 2) teaches vocabulary related to the effective use of the library and its resources.
- 3) reinforces vocabulary related to technology tools and applications.

E. SML provides essential supports for students who are struggling with the content. The librarian:

- 1) addresses learning difficulties using specific strategies.
- 2) teaches students how to use a variety of inquiry strategies to access content.
- 3) matches struggling students to appropriate resources (formats, delivery, reading levels)

F. SML accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. The librarian:

- 1) provides reading advisory by matching students to books in all formats, including print, audio and e-books.
- 2) teaches information skills.
- 3) organizes, manages, and maintains a collection of valuable resources.
- 4) **provides resources** and activities for students that are meaningful now and in the future.



- 5) promotes resources and activities that spark student interest in reading, learning, and achievement.