ALSO: 1.1 2.1 2.3 2.5	Librarian plans instruction engage all learners via diverse means of delive	Instructions consistently differentiated to challenge and support students.  Librarian frequently uses multipl media formats and technology to in delivery.	Instructions often differentiated to challenge and support students.  Librarian often uses multiple mee formats and technology tools in othelivery		

4	LEARNING ENVIRO	NMENT			
4.1 4.3 4.4 ALSO: 1.3 1.4 1.5	Library Facility  Librarian plans instruction library space, and resour to meet students' cognition language, social, emotion and physical needs	Librarianconsistenthromotes the flexible use of library space to			

								•
	provide access to multip	needswithsome faculty and studer	needswithsome faculty and studer input;	needswithsome faculty and stude input;	Librarian seldom asks for addition funds or advocates for needs.	xLibrary catalog on Inter		
	perspectives and comple	ex <sup>nput,</sup>	input,	input,	Turids of advocates for ficeus.	xCollection supports curriculum literacy	& 	
	text and to meet diverse					illeracy		
	student interests, needs	,						
	languages, and cultura	1						
	backgrounds							
	_							
5	ASSESSMENT FO	<b>PRUDENITEARNING</b>	}					
5.1		Librarianconsistentlysesdiagnostic	Librariamfterusesdiagnostic and	Librariasometimesecognizes the	Librariaseldomlyses diagnostic	xSLO's created for grade level		
5.2	Lisina Assessment	andformative <b>se</b> ssment to direct	formative assessment to direct	effectiveness of diagnostic and	formative assessment strategies			
		instructioaccording to benchmark standards	standards	arformative assessment, but empl	oyscometimes informally assesses adlearners and coaches them in sk	xPerformance Portfolio		
5.3	1.95	Standards	Statuatus	basis	development.	xSLdesigns closure assessmen		
5.4	Librarian uses multiple meas	sures Librariamonsistently uses	Librarian oftenses performance-		·	uDukata.	l .	
5.5	technology) to assess and	, performanomeased assessments	based assessments such as rub	ridsprarian is working to develop s	killisbrarian defers to classroom tea	Chereassessment artifacts		
0.0	document student achiever	such as rubrics, check <b>ists</b> folios,	checkiisis, portiolios, journais,	and strategies to assess learner	s regarding assessmenkilhagc	xMindmapping as assessment		
	on information	ejournals, conferencing and self	conferening and setfuestioning.		confidence and knowledge regal	xMndmapping as assessment ding student success as assessmer	nt	
	literacy/instructional goals	questioning.	Librariamirequently solicitsudent	Librarian is aware of classroom teacher's assessment tools and	measuring student performance.	vConferencing		b(t) 2.0
	Librarian engages students	ihibrarianconsistentholicits studen		assists in measuring target skills		xCheckl Tw 9. Tw 0.597 g st lots	o(i)9.9 (n)15 <del>.</del> 3⊲(gÀ)]7#J <b>√</b> 022_	_0 140 c 0 7 6 7w
	selfassessment kefarning	feedback/assessmfemtlesson	improvement.	accide in moderning target citing	1			
	goals, strategies and outcor	jæprovement.	·					
	godio, diratogico dira odtoci							

	assessme	n can articulate many nent options being used in n, by teachers and students.		x Student selfssessment tools available (bookmarks, checklists, etc.)	
6	COLLABORATIO Professio	onal Responsibilities			
6.1	Ethical, Responsible use of information and Technology  Libraian advocates for proper use of information are technology including respection intellectual property and interest in the interes	consistently aches ethical Librarian fterteaches ethicals of the students to: urces urces olagiarism outliple perspectives s online resources for validity, it meliness  a consistently upholds a high	teach ethicate of information and multimedia and teaches students intuitimedia.  * dite sources  * avoid plagiarism  * seek multiple perspectives alidityssess online resources for value accuracy, timeliness  Librariatriesto uphold a high standard for ethical use of teriimformation and technology fosteriimformation and technology fosteriimformation sharing are frequent.	se; d	