

# School Librarian Evaluation Instrument

Georgia School Library Media Specialist Consortium

Georgia Library Media Association



*Updated August 2019*

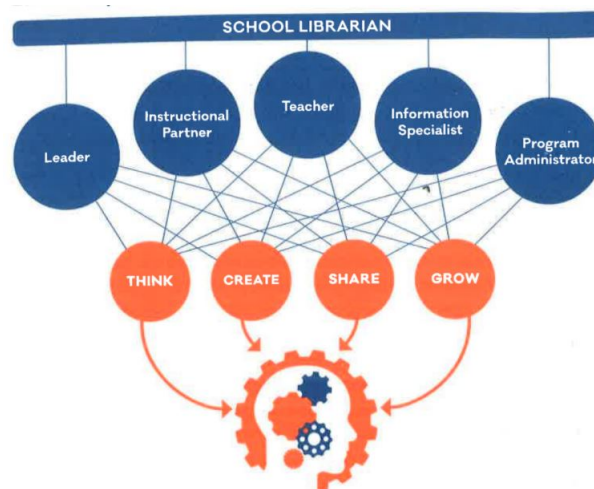
# Introduction to the School Librarian Evaluation Instrument

“An effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.”

~American Association of School Librarians (AASL)

A comprehensive school library media program, led by a certified school library media specialist, should support standards and school goals and be evaluated to improve library media services. The School Librarian Evaluation System (SLEI) aligns with the AASL National School Library Standards for Learners, School Librarians, and School Libraries, ALA/AASL 2010 Standards for Initial Preparation of School Librarians, and the ISTE Standards for Coaches. The Future Ready Library goals of connecting real-world learning to the school environment are also integrated in the performance standards. The SLEI is an evaluation instrument that will allow the state to ensure consistency and comparability across districts, based on a common definition of highly qualified school library media specialists who support and enrich school environments.

## Connection of SLEI Standards to AASL National Standards (2018)



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“Learners are at the center of school librarians’ practice. As learning leaders, school librarians enact, model, and communicate the [AASL] Competencies in these [AASL] Domains through their teaching; collaborating with other educators; demonstrating expertise in finding, evaluating, curating, and ethically using information; and administering the school library” (AASL, 2018, pg. 16).

## **Primary Purpose of the School Librarian Evaluation Instrument**

The primary purpose of the SLEI is to contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools by:

- Optimizing student learning and growth by preparing students for an information rich society,
- Improving the quality of school library programs and services by ensuring the effectiveness of the certified school library media specialist,
- Ensuring there is a defined standard of practice in library media centers and improving evaluator understanding of the role of the school library media specialist,
- Providing a basis for measurement through productive school library media specialist performance appraisal and professional growth, and
- Implementing a performance evaluation system that fosters collaboration between the professional school library media specialist and his/her evaluator to promote self-growth, program effectiveness, and improvement of job performance.

The 10 standards of the SLEI are achievable in a fully-staffed library media program, typically a full-time library media specialist and a full-time library media paraprofessional. Adjustments should be made for library media programs that do not have full-time library media staff and/or have duties that fall outside of the scope of library media work.

## School Librarian Evaluation Instrument

### Performance Standards, Performance Indicators, and Rubrics

#### Performance Standard 1: Instructional Partnership

The school library media specialist collaboratively plans instruction and develops the library media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.

#### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Meets with teachers and administrators on a regular basis to collaboratively develop plans that are clear, logical, sequential, and integrated.
- Collaborates to provide flexible, consistent, and personalized approaches to academic content to align and connect the research process and information literacy skills to the state and/or local standards and student needs.
- Assesses student understanding and progress throughout learning activities by asking questions, observing works-in-progress, evaluating artifacts of learning, and communicating with teachers.
- Chooses and recommends print and online resources that support instruction and the identified needs of diverse learners.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III...</i>	<i>This is the expected level of performance.</i>		
<p>The school library media specialist <b>continually</b> seeks and uses multiple data and real world resources to plan targeted instruction to meet individual student needs and interests in order to promote student accountability and engagement.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> collaborates and develops the media program using:</p> <ul style="list-style-type: none"> <li>• state and local school district curricula and standards,</li> <li>• instructional calendars,</li> <li>• effective strategies,</li> <li>• resources, and</li> <li>• data to support the teachers and address the differentiated needs of all students.</li> </ul>	<p>The school library media specialist <b>inconsistently</b> collaborates and develops the media program using:</p> <ul style="list-style-type: none"> <li>• state and local school district curricula and standards,</li> <li>• instructional calendars,</li> <li>• effective strategies,</li> <li>• resources, and</li> <li>• data to support the teachers and address the differentiated needs of all students.</li> </ul>	<p>The school library media specialist <b>does not</b> collaboratively plan instruction and inadequately develops the media program using:</p> <ul style="list-style-type: none"> <li>• state and local school district curricula and standards,</li> <li>• instructional calendars,</li> <li>• effective strategies,</li> <li>• resources, and</li> <li>• data to support the teachers and address the differentiated needs of students.</li> </ul>

## Performance Standard 2: Role of Reading

The school library media specialist develops a culture of reading and promotes reading as a foundational skill for learning, personal growth, and enjoyment.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Promotes current, high-quality, high-interest collections of books and other reading resources in multiple formats.
- Creates an environment where independent reading and self-selection are valued, promoted, and encouraged.
- Empowers learners to read fiction and nonfiction by reading aloud, providing booktalks, designing displays, and/or arranging author visits and school-wide initiatives.
- Creates a culture of reading through modeling in both formal and informal instruction.
- Develops and/or supports initiatives to encourage and engage learners in reading, writing, and listening for understanding.

<p style="text-align: center;"><b>Level IV</b></p> <p><i>In addition to meeting the requirements for Level III...</i></p>	<p style="text-align: center;"><b>Level III</b></p> <p><i>This is the expected level of performance.</i></p>	<p style="text-align: center;"><b>Level II</b></p>	<p style="text-align: center;"><b>Level I</b></p>
<p>The school library media specialist <b>continually</b> promotes reading for students and faculty through the use of high-quality and high-interest literature in print and digital formats.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> promotes reading:</p> <ul style="list-style-type: none"> <li>• as a foundational skill for learning</li> <li>• for personal growth, and</li> <li>• for enjoyment.</li> </ul>	<p>The school library media specialist <b>inconsistently</b> promotes reading:</p> <ul style="list-style-type: none"> <li>• as a foundational skill for learning,</li> <li>• for personal growth, and</li> <li>• for enjoyment.</li> </ul>	<p>The school library media specialist <b>does not</b> promote reading:</p> <ul style="list-style-type: none"> <li>• as a foundational skill for learning,</li> <li>• provide opportunities for reading for personal growth, or</li> <li>• as an enjoyable activity.</li> </ul>

### Performance Standard 3: Information and Technology Literacy

The school library media specialist plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy.

#### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Guides students and teachers to appropriate formats for the learning task, provides connected learning opportunities, and encourages the application of multiple literacies.
- Uses data to provide instruction on seeking, evaluating, and applying information in a variety of formats.
- Curates authoritative digital instructional materials and content.
- Models and integrates technologies for innovative, efficient, and creative learning.
- Promotes critical thinking by connecting learners with information in multiple formats.
- Embeds key concepts of legal, ethical, and social responsibilities in accessing, using, and creating information in a variety of formats (digital citizenship).

<p style="text-align: center;"><b>Level IV</b></p> <p><i>In addition to meeting the requirements for Level III...</i></p>	<p style="text-align: center;"><b>Level III</b></p> <p><i>This is the expected level of performance.</i></p>	<p style="text-align: center;"><b>Level II</b></p>	<p style="text-align: center;"><b>Level I</b></p>
<p>The school library media specialist <b>continually</b> plans and provides targeted instruction using emerging technologies effectively and creatively to support student and staff learning.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> plans and provides instruction that addresses multiple literacies including:</p> <ul style="list-style-type: none"> <li>• information literacy</li> <li>• media literacy, and</li> <li>• technology literacy</li> </ul>	<p>The school library media specialist <b>inconsistently</b> plans and provides instruction that addresses multiple literacies including:</p> <ul style="list-style-type: none"> <li>• information literacy,</li> <li>• media literacy, and</li> <li>• technology literacy</li> </ul>	<p>The school library media specialist <b>inadequately</b> plans and <b>does not</b> provide instruction that addresses multiple literacies including:</p> <ul style="list-style-type: none"> <li>• information literacy,</li> <li>• media literacy, and</li> <li>• technology literacy</li> </ul>

## Performance Standard 4: Instructional Leadership

The school library media specialist fosters the success of all students by serving on decision-making teams in the school, designing and delivering professional learning, and contributing to a shared vision of teaching and learning that leads to school improvement.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Works with other school leaders/administration to develop a shared vision for the library media program in support of local school improvement goals.
- Serves as information specialist sharing knowledge and expertise by presenting information through various formats, including faculty meetings, staff development, and digital communication.
- Leads and collaborates with school library media committee to design, manage, and implement library media program plans and address challenges as needed.

<p style="text-align: center;"><b>Level IV</b></p> <p><i>In addition to meeting the requirements for Level III...</i></p>	<p style="text-align: center;"><b>Level III</b></p> <p><i>This is the expected level of performance.</i></p>	<p style="text-align: center;"><b>Level II</b></p>	<p style="text-align: center;"><b>Level I</b></p>
<p>The school library media specialist <b>continually</b>:</p> <ul style="list-style-type: none"> <li>• models and integrates innovative instructional practices, and</li> <li>• engages in a continuous process of reflection, revision, and evaluation</li> </ul> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>• serves on decision-making teams in the school,</li> <li>• provides professional learning, and</li> <li>• contributes to a shared vision of teaching and learning that leads to school improvement.</li> </ul>	<p>The school library media specialist <b>inconsistently</b>:</p> <ul style="list-style-type: none"> <li>• serves on decision-making teams in the school,</li> <li>• provides professional learning, and</li> <li>• contributes to a shared vision of teaching and learning that leads to school improvement.</li> </ul>	<p>The school library media specialist <b>does not</b>:</p> <ul style="list-style-type: none"> <li>• serves on decision-making teams in the school,</li> <li>• provide professional learning, or</li> <li>• contribute to a shared vision of teaching and learning that leads to school improvement.</li> </ul>

## Performance Standard 5: Effective Practices for Research

The school library media specialist teaches and models developmentally appropriate best practices for learning and research.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Promotes and models an inquiry-based approach to learning and the research process.
- Designs and provides learning tasks/aids that help learners collect information and data.
- Collaborates with teachers to create both short and long term research topics and lessons, effectively matching learners with available resources that address current curriculum.
- Develops and/or organizes instructional materials to scaffold the research process for students.
- Stimulates critical thinking through learning activities that involve application, analysis, evaluation, and creativity.

Level IV	Level III	Level II	Level I
<p><i>In addition to meeting the requirements for Level III...</i></p> <p>The school library media specialist <b>continually</b> guides students and teachers through the research process in an effective and innovative manner, encouraging an inquiry-based approach when appropriate.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p><i>This is the expected level of performance.</i></p> <p>The school library media specialist <b>consistently</b> teaches and models best practices for learning and research.</p>	<p>The school library media specialist <b>inconsistently</b> teaches and models best practices for learning and research.</p>	<p>The school library media specialist <b>does not</b> teach or model best practices for learning and research.</p>



## Performance Standard 6: Program Planning and Administration

The school library media specialist develops and implements a strategic plan and vision for continuous improvement of the library media program and to support the learning goals of the school community.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Conducts ongoing evaluation using data from collaborations, reading promotions, and instruction to strategically plan and implement goals for program improvement.
- Manages funding to support priorities and the library media program goals and objectives.
- Seeks additional funding through alternative sources, such as grant writing or book fairs.
- Provides appropriate training and support for student aides and volunteers.
- Creates an environment of respect and collaboration where all staff members work toward the common goal of student learning.
- Appoints and chairs a building level library media committee to allow input for library media program development through representation from stakeholders.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III...</i>	<i>This is the expected level of performance.</i>		
<p>The school library media specialist <b>proactively</b> engages the school community in developing and implementing a strategic plan and vision for the library media program that supports the diverse interests and needs of students.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> develops and implements a strategic plan and vision for continuous improvement of the library media program and to support the learning goals of the school community.</p>	<p>The school library media specialist <b>inconsistently</b> develops and implements a strategic plan and vision for continuous improvement of the library media program and to support the learning goals of the school community.</p>	<p>The school library media specialist <b>does not</b> plan for the future of the library media program and does not support the learning goals of the school community.</p>

## Performance Standard 7: Positive Learning Environment

The school library media specialist provides a well-managed, safe, and welcoming environment that supports personalized learning, includes flexible and equitable access to physical and digital resources, ensures a well-rounded education, and encourages respect for all.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Creates a warm, attractive, inviting library media center that provides personalized learning support and offers equitable access to resources.
- Establishes a good rapport with students and faculty.
- Designs physical and digital learning spaces that adapt to diverse and evolving learning structures and accommodate a range of teaching methods, learning tasks, and outcomes.
- Implements policies and programs that foster an engaging and flexible learning environment and provide equitable use of space and resources allowing for anytime, anywhere learning opportunities.
- Establishes policies for circulation, reserving of library resources, and scheduling of library spaces to provide optimal access for students.
- Facilitates a climate of respect and communicates expectations for student behavior.

Level IV	Level III	Level II	Level I
<p><i>In addition to meeting the requirements for Level III...</i></p> <p>The school library media specialist <b>continually</b> engages students and staff in a collaborative and self-directed learning environment where learners are encouraged to take risks and ownership of their own learning behavior.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p><i>This is the expected level of performance.</i></p> <p>The school library media specialist <b>consistently</b> provides a well-managed, safe and welcoming environment that:</p> <ul style="list-style-type: none"> <li>• includes flexible and equitable access to physical and digital resources,</li> <li>• supports personalized learning,</li> <li>• ensures a well-rounded education, and</li> <li>• encourages respect for all.</li> </ul>	<p>The school library media specialist <b>inconsistently</b> provides a well-managed, safe and welcoming environment that:</p> <ul style="list-style-type: none"> <li>• includes flexible and equitable access to physical and digital resources,</li> <li>• supports personalized learning,</li> <li>• ensures a well-rounded education, and</li> <li>• encourages respect for all.</li> </ul>	<p>The school library media specialist <b>does not</b> provide a well-managed, safe and welcoming environment that:</p> <ul style="list-style-type: none"> <li>• includes flexible and equitable access to physical and digital resources,</li> <li>• supports personalized learning,</li> <li>• ensures a well-rounded education, and</li> <li>• encourages respect for all.</li> </ul>

## Performance Standard 8: Collection Development

The school library media specialist supports the curriculum through selection and management of resources that meet the needs and interests of patrons.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Uses data to evaluate and develop a collection that prioritizes student learning and ensures support of district standards and local school needs.
- Collaborates with teachers, students, and library media committee to maintain an up-to-date and appealing collection of print and digital resources.
- Manages the resource collection through selection, processing, organization, inventory, repair, and weeding to ensure the collection is accurate, accessible, and current.

Level IV <i>In addition to meeting the requirements for Level III...</i>	Level III <i>This is the expected level of performance.</i>	Level II	Level I
<p>The school library media specialist <b>continually</b> develops the collection by using data analysis to identify areas in need of improvement and by engaging stakeholders in the selection of print and digital resources.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> supports the curriculum through selection and management of resources that meet the needs and interests of patrons.</p>	<p>The school library media specialist <b>inconsistently</b> supports the curriculum through selection and management of resources that meet the needs and interests of patrons.</p>	<p>The school library media specialist <b>does not</b> support the curriculum through selection and management of resources that meet the needs and interests of patrons.</p>

## Performance Standard 9: Professionalism

The school library media specialist fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Stays current on trends, issues, and research relevant to school libraries, student learning, and technology.
- Participates in educational conferences and professional development opportunities.
- Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).

Level IV <i>In addition to meeting the requirements for Level III...</i>	Level III <i>This is the expected level of performance.</i>	Level II	Level I
<p>The school library media specialist <b>continually</b> demonstrates professionalism beyond the school through any of the following:</p> <ul style="list-style-type: none"> <li>• published works,</li> <li>• digital footprint (i.e., website, blog, newsgroup, videos, etc.)</li> <li>• presentation(s), and/or</li> <li>• formal recognition(s) or award(s)</li> </ul> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> fosters the success of students by:</p> <ul style="list-style-type: none"> <li>• demonstrating professional standards and ethics,</li> <li>• engaging in continuous professional learning, and</li> <li>• making contributions to the profession.</li> </ul>	<p>The school library media specialist <b>inconsistently</b></p> <ul style="list-style-type: none"> <li>• demonstrates professional standards,</li> <li>• engages in continuous professional learning, and</li> <li>• makes contributions to the profession.</li> </ul>	<p>The school library media specialist <b>does not:</b></p> <ul style="list-style-type: none"> <li>• show regard for professional standards and ethics,</li> <li>• engage in continuous professional learning, or</li> <li>• make contributions to the profession.</li> </ul>

**Performance Standard 10: Communication**

The school library media specialist fosters the success of all students by communicating and collaborating effectively with stakeholders in ways that enhance student learning and engagement.

**Sample Performance Indicators**

*Examples may include, but are not limited to*

**The school library media specialist:**

- Communicates library media program mission, goals, and accomplishments to stakeholders through the school’s library website, blog, newsletters, email, or social media.
- Advocates for the school library program and equitable access to resources through marketing and public relations efforts.
- Forms partnerships with local and global community to promote student learning and understandings of the value of a diverse society.

<p style="text-align: center;"><b>Level IV</b></p> <p><i>In addition to meeting the requirements for Level III...</i></p>	<p style="text-align: center;"><b>Level III</b></p> <p><i>This is the expected level of performance.</i></p>	<p style="text-align: center;"><b>Level II</b></p>	<p style="text-align: center;"><b>Level I</b></p>
<p>The school library media specialist <b>continually</b> seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> fosters the success of all students by communicating and collaborating effectively with stakeholders.</p>	<p>The school library media specialist <b>inconsistently</b> communicates or infrequently collaborates on issues of importance to stakeholders.</p>	<p>The school library media specialist demonstrates <b>inadequate</b> or detrimental communication or collaboration with stakeholders.</p>

# School Librarian Evaluation Instrument

## Glossary of Terminology

**Advocacy** - The coordinated and comprehensive process by which support for the library media program is created within the greater community.<sup>2</sup>

**Booktalks** - A booktalk tries to convince a reader to select a particular book. An event usually scheduled in a library at which the author, librarian or student discusses a book reads excerpts of it to encourage readership and promote reading in general.<sup>15</sup>

**Circulation** - The process of checking materials in and out of the library. Refers to the total number of items checked out of the library by patrons over a particular period of time.<sup>15</sup>

**Collaboration** - In a collaborative instructional information skills unit, the school library school library media specialist works closely with other teachers in the school to co-plan, co-teach, and co-assess information skills.<sup>2</sup>

**Collection** - Materials contained within the library as well as that which is housed in virtual spaces and available to library patrons.<sup>11</sup>

**Collection Development** - The systematic process of gathering input on user needs, identifying materials to meet those needs, and acquiring those materials for the library collection.<sup>2</sup>

**Connected Learning** - Connecting classroom learning to real-world events through access to an array of well-managed resources including digital and social networking connections.<sup>10</sup>

**Differentiated Instruction** - Teaching theory based on the belief that instructional approaches should vary and be adapted for individual and diverse students in classrooms.<sup>3</sup>

**Digital Citizenship** - The norms of appropriate and responsible behavior with regard to technology use.<sup>7</sup>

**Digital Resources** - Digitally formatted instructional resources such as graphics images or photos, audio and video, simulations and animations.<sup>9</sup>

**Equitable Access** - Access for students and teachers in groups or as individuals simultaneously throughout each instructional day. Accessibility shall refer to the facility, the staff, and the resources and shall be based on instructional need.<sup>12</sup>

**Fiction** - Literature in the form of prose, especially short stories and novels that describe imaginary events and people.<sup>15</sup>

**Flexible Access** - The opposite of fixed scheduling, the school library media program is not used as a method of providing the teacher's planning period. Classes are scheduled as a result of instructional needs.<sup>2</sup>

**Future Ready Librarian** - The librarian leads, teaches, and supports the Future Ready goals of their school and district in a variety of ways through their professional practice, programs, and spaces, and is positioned at the leading edge of the digital transformation of learning.<sup>10</sup>

**Independent Reading** - Self-selected reading of a continuous text for a wide range of personal and social purposes.<sup>14</sup>

**Information Literacy** - The skill set needed to find, retrieve, analyze, and use information.<sup>4</sup>

**Information Specialist** - One of the roles of school library media specialists. The SLMS examines curriculum, assignments and learning in terms of the information resources, processes and technologies required for student success. As the information specialist, a SLMS teaches students to consider the information resource they need and then to use the appropriate access technology to fulfill that need.<sup>2</sup>

**Inquiry** - Stance toward learning in which the learner is engaged in asking questions and finding answers, not simply accumulating facts that have no relation to previous learning or new understanding, presented by someone else. Inquiry follows a continuum of learning experiences, from simply discovering a new idea or an answer to a question to following a complete inquiry process.<sup>13</sup>

**Inventory** - The process of checking all the items on the library's shelves against a list of holdings to identify for replacement or deselection those missing or not checked out.<sup>1</sup>

**Learning Space** - A collaborative physical and virtual environment that invites and ignites participatory learning.<sup>1</sup>

**Media Committee** - A committee that makes recommendations and decisions related to planning, operation, evaluation and improvement of the media program . This committee shall annually evaluate media services and develop a multi-year media plan for budget and services priorities.<sup>12</sup>

**Media Literacy** - Ability to access, analyze, evaluate and create messages in a variety of forms—from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.<sup>6</sup>

**Media Program** - The integration of services coordinated by the school library media specialist including but not limited to those within the school library media center.<sup>2</sup>

**Media Specialist** - The professional licensed school library media teacher with specialized training and education in the school library media profession.<sup>2</sup>

**Nonfiction** - Prose writing that is based on facts, real events and real people, such as biography or history.<sup>15</sup>

**Personal Learning Network (PLN)** - A global learning network, enabling people to tap into and share diverse, global perspectives on teaching strategies, educational issues, and technologies.<sup>11</sup>

**Personalized Learning** - Tailoring learning for each student's strengths, needs and interests—including enabling student voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.<sup>19</sup>

**Professional Learning/Development** - Further study undertaken during employment by a person trained and educated in a profession, sometimes at the initiative of the employer, but also through voluntary attendance at conferences, workshops, seminars, or enrollment in post-graduate courses, particularly important in professions that have a rapidly changing knowledge base. Compare with in-service training.<sup>11</sup>

**Reading Promotion** - Any program or activity that encourages independent self-selection for learning or pleasure (e.g. displays, booktalks, author visits).<sup>11</sup>

**Real World Resources** - actual objects, events, experiences and situations that effectively address a concept, problem or issue.<sup>17</sup>

**Research Process** - The research process involves identifying, locating, assessing, analyzing, interpreting information in order to develop and express ideas.<sup>8</sup>

**Scaffold(ing)** - Instructional strategy in which a more skilled teaching partner adjusts the assistance he or she provides to fit the child's current level of performance. More support is offered when the task is new; less is provided as the child's competence increases, fostering the child's autonomy and independent mastery.<sup>3</sup>

**Technology Literacy** - Ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the twenty-first century.<sup>18</sup>

**Tools** - Print or digital resources used to create, share, and present ideas and information.<sup>11</sup>

**Weeding** - Weeding is the removing of materials from a library collection in a systematic and deliberate way. It is an ongoing part of collection development, a planned and thoughtful action that will ensure library materials are current and enticing.<sup>5</sup>



## References

<sup>1</sup> American Library Association

<sup>2</sup> American Library Association (ALA)/ American Association of School Librarians (AASL) Standards for Initial Programs for School Library Media Specialist Preparation

<sup>3</sup> A Planning Guide for Empowering Learners by AASL

<sup>4</sup> Association of College and Research Libraries

<sup>5</sup> California Department of Education

<sup>6</sup> Center for Media Literacy

<sup>7</sup> Digitalcitizenship.net

<sup>8</sup> Elmer E. Rasmuson Library of The University of Alaska Fairbanks

<sup>9</sup> Epigeum

<sup>10</sup> Future Ready Librarians

<sup>11</sup> Georgia Library Media Consortium

<sup>12</sup> GaDOE 160-4-4-.01 MEDIA PROGRAMS

<sup>13</sup> 2012 Guided Inquiry Design Framework by Kuhlthau, Maniotes, Caspari

<sup>14</sup> International Reading Association

<sup>15</sup> Online Dictionary for Library and Information Science

<sup>16</sup> The Oxford Dictionary

<sup>17</sup> Resources for Rethinking

<sup>18</sup> State Educational Technology Directors Association

<sup>19</sup> iNACOL

<sup>20</sup> American Library Association (ALA)/ American Association of School Librarians (AASL) National School Library Standards for Learners, School Librarians, and School Libraries (2018)

## **Acknowledgements**

Created by the 2014-2015 Georgia School Library Media Consortium

with special thanks to Gwinnett County Public Schools.

Valerie Ayer, DeKalb County Public Schools

Eden Clark, DeKalb County Public Schools

Craig Coleman, Clayton County Public Schools

Dianne Dees, Valdosta State University

Christa Deissler, University of Georgia

Rosalind Dennis, DeKalb County

Michelle Easley, Fulton County Public Schools

Holly Frilot, Cobb County Public Schools

Warren Goetzel, Atlanta Public Schools

Susan K. S. Grigsby, Forsyth County

Jennifer Helfrich, Gwinnett County Public Schools

Stephanie Jones, Georgia Southern University

Janell McClure, Cobb County Public Schools

Beth Miller, Georgia Library Media Association President / Fulton County

Dawn Putney, University of West Georgia

Debbie Sandford, DeKalb County Public Schools

Lucy Santos Green, Georgia Southern University

Phyllis R. Snipes, University of West Georgia

Carol Tarnowski, Savannah-Chatham County Public Schools