

New Mexico Librarian-Teacher Competencies

New Mexico Librarian-Teacher Competencies for Licensure Levels I, II, and III Assessment Criteria

New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified librarian-teacher to address the learning needs of all New Mexico's students, including those students who learn differently as a result of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico Librarian-Teacher Competencies for Licensure Levels I, II, and III-A Assessment Criteria Benchmarks.

Strand A: Teaching and Learning

1. The librarian-teacher demonstrates knowledge of the library content area and established curriculum.		
Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Utilizes and enhances established library curriculum.	A. Enhances and extends established library curriculum.	A. Contributes to the refinement and development of the library curriculum.
B. Gives clear explanations relating to lesson content and procedures.	B. Gives clear explanations relating to lesson content and procedures.	B. Provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.
C. Communicates accurately in the library content area.	C. Communicates accurately in the library content area.	C. Communicates accurately in the library content area and creates multiple paths to the subject matter.
D. Articulates to students the interrelatedness of content areas.	D. Demonstrates interrelatedness of content areas.	D. Integrates other content areas and the library curriculum.

2. The librarian-teacher appropriately utilizes a variety of teaching methods.

Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Provides opportunities for students to work independently, in small groups, and in large groups.	A. Designs appropriate opportunities for students to work independently, in small groups, and in large groups.	A. Engages students in activities designed for independent, small group, and large group work.
B. Uses a variety of teaching methods such as demonstration, lecture, student-initiated work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods such as demonstration, lecture, student-initiated work, group work, and independent practice for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of teaching methods to make information accessible to all students.
C. Uses a variety of resources such as print and non-print materials, manipulatives, online resources, and technology.	C. Integrates into instruction a variety of resources such as print and non-print materials, manipulatives, online resources, and technology.	C. Effectively integrates into instruction a variety of resources such as print and non-print materials, manipulatives, online resources, and technology.
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills.	D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligence theories.	D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on learning modalities, style preferences, and intelligences.
E. Implements necessary modifications and adaptations in instruction and library curriculum so that students with disabilities have access in the least restrictive environment.	E. Designs and implements necessary modifications and adaptations in instruction and library curriculum so that students with disabilities have access in the least restrictive environment.	E. Engages with colleagues to implement necessary modifications and adaptations in instruction and library curriculum so that students with disabilities have access in the least restrictive environment.

3. The librarian-teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.

Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Explains or demonstrates the relevance of topics and activities.	A. Explains, demonstrates, or communicates the relevance of topics and activities.	A. Engages students in explaining or demonstrating the relevance of topics and activities.
B. Communicates to students the instructional intent, directions, or plan.	B. Consistently communicates to students the instructional intent, directions, or plan.	B. Engages students in instructional directions and plans using techniques such as query, survey, or instructional choice.
C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance.
D. Clarifies actions, directions, and explanations when students do not understand.	D. Presents directions and explanations in a variety of ways to ensure student understanding.	D. Presents directions and explanations in a variety of ways to ensure student understanding.

4. The librarian-teacher effectively utilizes assessment techniques and procedures.

Provisional Librarian-Teacher LEVEL I	Professional Librarian-Teacher LEVEL II	Master Librarian-Teacher LEVEL III
A. Solicits communication from students about their learning.	A. Communicates with students about their learning.	A. Involves students in the analysis and evaluation of their learning.
B. Uses a variety of strategies in instructional planning using ongoing assessment.	B. Selects appropriate strategies for specific learning outcomes and adjusts instruction using ongoing assessment.	B. Designs appropriate strategies for specific learning outcomes and adjusts instruction using ongoing assessment.
C. Documents observations of student learning using tools such as anecdotal records, consultations with teachers, and/or logs.	C. Documents observations of student learning using tools such as anecdotal records, consultations with teachers, and/or logs.	C. Documents observations of student learning using tools such as anecdotal records, consultations with teachers, and/or logs.

5. The librarian-teacher comprehends the principles of student growth, development, and learning, and applies them appropriately.

Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.	A. Integrates into instruction cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.	A. Consistently integrates into instruction cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.
B. Uses teaching techniques that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.	B. Adapts teaching techniques that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.	B. Integrates into instruction the most effective techniques that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.
C. Uses materials and media that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.	C. Adapts materials and media that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.	C. Integrates into instruction materials and media that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.

6. The librarian-teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.

Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally diverse backgrounds (e.g. Native Americans, Hispanic Americans, African Americans, as well as other recent immigrant groups).	A. Acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally diverse backgrounds (e.g. Native Americans, Hispanic Americans, African Americans, as well as other recent immigrant groups).	A. Acknowledges and integrates into instruction the ideas, learning needs, interests and feelings of students with disabilities and/or from culturally diverse backgrounds (e.g. Native Americans, Hispanic Americans, African Americans, as well as other recent immigrant groups).
B. Understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.	B. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.	B. Creates an environment that encourages the awareness of the influences of context, disability, language, and culture on student learning.
C. Provides opportunities for each student to succeed.	C. Designs opportunities for each student to succeed based on individual learning needs.	C. Provides accommodations and interventions that allow each student to succeed based on individual learning needs.
D. Provides students with opportunities that promote creativity as well as critical and divergent thinking.	D. Designs learning experiences that promote creativity as well as critical and divergent thinking.	D. Engages students in learning experiences that promote creativity as well as critical and divergent thinking.
E. Provides opportunities for students to be responsible for their behavior and learning.	E. Designs opportunities that require and reinforce student responsibility for their behavior and learning.	E. Designs opportunities that require and reinforce student responsibility for their behavior and learning.
F. Promotes positive student/teacher relationships.	F. Develops students' self-esteem, motivation, character, and sense of civic responsibility.	F. Fosters the development of respect for individual, cultural, linguistic, ability, and religious differences.
G. Encourages high expectations for all students.	G. Establishes and communicates high expectations for all students.	G. Assists students in setting high standards for their performance.

Strand B: Program Development and Management/Information Access and Delivery

7. The librarian-teacher models and promotes collaborative planning.		
Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Participates in informal collaborative curriculum planning with teaching staff.	A. Participates in informal or formal collaborative curriculum planning with teaching staff.	A. Participates in formal collaborative curriculum planning with teaching staff.
B. Collaborates with teaching staff to identify student information needs.	B. Collaborates with teaching staff to identify student information needs.	B. Collaborates with teaching staff to identify student information needs.
C. Identifies potential areas of collaborative opportunities to design authentic learning tasks and informal assessments.	C. Promotes collaborative opportunities to design authentic learning tasks and informal assessments.	C. Collaborates in designing authentic learning tasks and informal assessments.

8. The librarian-teacher organizes and manages the library in accordance with established written policies and procedures.

Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Organizes the library to meet patron needs.	A. Adjusts the organization of the library according to observation of patron needs.	A. Plans for long-range improvements of library organization based on evaluation of patron needs, using such indicators as usage patterns, traffic flow, and circulation.
B. Selects resources that support instructional priorities as well as recreational and informational needs of the patrons.	B. Solicits patron input to select resources that support instructional priorities as well as recreational and informational needs of the patrons.	B. Forms and leads library advisory committee to assist in the selection of resources that support instructional priorities as well as recreational and informational needs of the patrons.
C. Applies collection development techniques including needs analysis, evaluation, selection, and deselection of resources.	C. Applies collection development techniques including needs analysis, evaluation, selection, and deselection of resources.	C. Applies collection development techniques including needs analysis, evaluation, selection, and deselection of resources.
D. Assesses collection annually based on currency, size, and balance.	D. Assesses collection annually based on currency, size, and balance and develops a collection development plan.	D. Assesses collection annually based on currency, size, and balance and develops a long-range collection development plan.
E. Maintains inventory of library resources.	E. Conducts regular periodic inventories and analyzes inventory reports.	E. Uses analysis of inventory reports as a component of collection development.
F. Evaluates and adjusts library program and services.	F. Seeks input from learning community on perceived needs for library improvement and adjusts library program and services accordingly.	F. Responds effectively to learning community needs by enhancing library program and services.
G. Promotes effective use of the library and its services.	G. Develops library awareness through promotional materials.	G. Analyzes and revises promotional materials for effectiveness and currency.

9. The librarian-teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.

Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Serves as a model for constructive behavior patterns.	A. Identifies, explains, and models constructive behavior patterns.	A. Integrates the teaching of constructive, pro-social behaviors into regular instruction.
B. Establishes and states expectations for student behavior in the library.	B. Establishes and reinforces expectations for student behaviors that promote citizenship in the library.	B. Engages students in establishing expectations for building a learning community in a library.
C. Makes transitions in instruction effectively.	C. Makes transitions in instruction effectively.	C. Makes transitions in instruction effectively.
D. Prepares and arranges instructional material in advance for easy student accessibility.	D. Prepares and arranges instructional material in advance for easy student accessibility.	D. Prepares and arranges instructional material in advance for easy student accessibility.
E. Implements a classroom management system that promotes acceptable and appropriate student behavior.	E. Implements a classroom management system that promotes acceptable and appropriate student behavior.	E. Implements a classroom management system that promotes acceptable and appropriate student behavior.
F. Identifies hazards, assesses risks, and takes appropriate action.	F. Identifies hazards, assesses risks, and takes appropriate action.	F. Identifies hazards, assesses risks, and takes appropriate action.

Strand C: Professional Learning

10. The librarian-teacher demonstrates a willingness to examine and implement change, as appropriate.

Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Seeks professional development opportunities to identify relevant strategies in education and librarianship to improve the quality of learning.	A. Uses professional development opportunities to identify relevant strategies in education and librarianship to enhance the quality of learning.	A. Contributes to professional community by sharing relevant strategies in education and librarianship.
B. Participates in instructional improvement and school reform initiatives.	B. Contributes to instructional improvement and school reform initiatives.	B. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.

11. The librarian-teacher works productively with colleagues, parents, and community members.

Provisional Librarian-Teacher - LEVEL I	Professional Librarian-Teacher - LEVEL II	Master Librarian-Teacher - LEVEL III
A. Actively promotes collegial relations with other school personnel.	A. Collaborates with colleagues.	A. Serves as a role model for collaborative working relations across the profession.
B. Invites parents and community to the library.	B. Promotes active roles for parents and community members in the library.	B. Promotes active roles for parents and community members in the library.
C. Communicates in a professional manner with colleagues, parents, and community members.	C. Provides a system for interactively communicating in a professional manner with colleagues, parents, and community members.	C. Provides a system for interactively communicating in a professional manner with colleagues, parents, and community members.