

# **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.**

| <b>Provisional Librarian-Teacher - LEVEL I</b>                                      | <b>Professional Librarian-Teacher - LEVEL II</b>  | <b>Master Librarian-Teacher - LEVEL III</b>  |
|---|---|--|
| 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.**

| <b>Provisional Librarian-Teacher LEVEL I</b>   | <b>Professional Librarian-Teacher LEVEL II</b>   | <b>Master Librarian-Teacher LEVEL III</b>  |
|--|--|--|
| 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.**

| <b>Provisional Librarian-Teacher - LEVEL I</b>  | <b>Professional Librarian-Teacher - LEVEL II</b>   | <b>Master Librarian-Teacher - LEVEL III</b>  |
|---|--|--|
| 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.**

| <b>Provisional Librarian-Teacher - LEVEL I</b>   | <b>Professional Librarian-Teacher - LEVEL II</b>  | <b>Master Librarian-Teacher - LEVEL III</b>   |
|--|---|---|
| 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 curriculum planning with teaching staff. | A. Participates in formal collaborative 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 tasks assessments.            | C. Collaborates in designing authentic learning and informal assessments.  |

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

| <b>Provisional Librarian-Teacher - LEVEL I</b>  | <b>Professional Librarian-Teacher - LEVEL II</b>   | <b>Master Librarian-Teacher - LEVEL III</b>   |
|---|--|---|
| 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.**

| <b>Provisional Librarian-Teacher - LEVEL I</b>   | <b>Professional Librarian-Teacher - LEVEL II</b>  | <b>Master Librarian-Teacher - LEVEL III</b>  |
|--|---|--|
| 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 III 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. |