

## Complete School Librarian Competencies based on the PSELs January 2017

*The [Professional Standards for Educational Leaders](#) (PSEL's) were developed by the National Policy Board for Educational Administration (NPBEA) and modified adapted by Susan D. Ballard for use in a competency-based approach to school librarian preparation. When the PSELs were crosswalked with the current [AASL Standards for the Preparation of School Librarians](#), a gap analysis indicated the need to include an additional competency of literacy and reading, crucial in a strong school library preparation program. The School Librarian Team of the Todaro Initiative adapted the resulting competencies to provide a rubric of competencies and supporting resources in the eleven identified areas. This will allow building-level school librarians to increase their professionalism through personal growth becoming the experts in the library that is the focus of President Todaro's initiative.*

*[National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author. CC BY-NC-ND.]*

**Mission, Vision and Core Values - Effective School Library leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic and/or professional success and well-being of each learner.**

- 1 a. The mission, vision and core values of the school library program are collaboratively developed to promote the academic success and well-being of each student as well as support the mission, vision and core values of the building and the district and are understood and fully supported by the administration and educational staff, the students, and the community.

[Communicate/collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. \(AASL 5.4 a\)](#)

- 1 b. In collaboration with members of the school collects and uses data to develop and promote a vision for the school on the successful learning development and assessment of each child and on instructional and organizational practices and assessments that promote such success and measure effectiveness.

[Make effective use of data and information to assess how the library program addresses the needs of their diverse communities \(AASL 5.4 b\)](#)

- 1 c. Articulate, advocate, and cultivate core values that define the library's culture and stress the imperative of child-centered education and services; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- 1 d. Strategically develop, implement, and evaluate actions to achieve the vision for the library program.

- 1 e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- 1 f. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

**Ethical Principles and Professional Norms – Effective School Library leaders act ethically and according to professional norms to promote each learner's academic success and well-being and/or practitioners' professional success.**

- 2 a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

*Model and communicate the legal and ethical codes of the profession. (AASL 3.2 d)*

- 2 b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- 2 c. Place children at the center of education and accept responsibility for each student's academic success and well-being.
- 2 d. Align and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- 2 e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- 2 f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

*Practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. (AASL 5.2 a)*

*Educate the school community on the ethical use of information and ideas. (AASL 5.2 b)*

**Equity and Cultural and Linguistic Responsiveness - Effective School Library leaders strive for equity and inclusivity of educational opportunity, and culturally and linguistically responsive practices to promote each learner's academic and/or professional success and well-being.**

- 3 a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- 3 b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- 3 c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

*Respect for diversity - demonstrate the ability to develop 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. (AASL 2.3)*

Support flexible, open access for library services (AASL 3.2 a)

Demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services (AASL 3.2 b)

- 3 d. Develop student and staff policies that address student misconduct in a positive, fair, and unbiased manner and ensure that staff are treated with respect.
- 3 e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- 3 f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- 3 g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- 3 h. Address matters of equity and cultural responsiveness in all aspects of leadership.

**Curriculum, Instruction and Assessment - Effective School Library leaders design, deliver and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each learner's academic and/or professional success and well-being.**

- 4 a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

Demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards. (AASL 1.4 b)

- 4 b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators (AASL 1.3 a)

- 4 c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

Knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. (AASL 1.1 a)

- 4 d. Ensure instructional practice and learning opportunities that are intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

Base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement. (AASL 1.1d)

Implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. (AASL 1.2a)

Support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. (AASL 1.1c)

Identify and provide support for diverse student information needs.(AASL 3.1 a)

Model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes (AASL 3.1 b)

Collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information. (AASL 3.1 c)

Demonstrate the ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. (AASL 3.3 a)

4 e. Promote the effective use of technology in the service of teaching and learning.

Integrate the use of technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes. (AASL 1.4 d)

Employ strategies to integrate multiple literacies with content curriculum. (AASL 1.4 c)

4 f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

Make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. (AASL 1.2 b)

4 g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Assess learner needs and design instruction that reflects educational best practice. (1.1 b)

Can document and communicate the impact of collaborative instruction on student achievement. (AASL 1.2 c)

**Community of Care and Support for Students - Effective School Library Leaders cultivate an inclusive caring and supportive school community that promotes each learner's academic and/or professional success, personal interests and well-being.**

5 a. Build and maintain a safe, caring, and healthy school library environment that meets the academic, social, emotional, and physical needs of each student, teacher and staff member.

5 b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

5 c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

5 d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

5 e. Cultivate and reinforce student engagement in school and positive student conduct.

- 5 f. Infuse the school's learning environment with the cultures and languages of the school's community.

**Professional Capacity of School Personnel - Effective School Library leaders develop their personal professional capacity and practice to best support other school personnel in order to promote each learner's academic and/or professional success and well-being.**

- 6 a. Assist with recruitment, hiring, support, development, and retention of effective and caring staff and form them into an educationally effective team.
- 6 b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- 6 c. Develop teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- 6 d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- 6 e. Deliver actionable feedback about program, services and other professional practice through valid, research-anchored systems of supervision and evaluation to support development of staff members' knowledge, skills, and practice.
- 6 f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

[Plan for ongoing professional growth \(AASL 4.2 b\)](#)

- 6 g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- 6 h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- 6 i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

[Model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. \(AASL 4.2 a\)](#)

**Professional Community for Teachers and Staff - Effective School Library leaders foster development of a professional community of teachers and other professional staff to promote each learner's academic and/or professional success and well-being.**

- 7 a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- 7 b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

- 7 c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- 7 d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- 7 e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- 7 f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- 7 g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

[Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. \(AASL 1.3 a\)](#)

[Participate and collaborate as members of a social and intellectual network of learners. \(AASL 4.1\)](#)

- 7 h. Encourage faculty-initiated improvement of programs and practices.

**Meaningful Engagement of Families and Community - Effective School Library leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each learner's academic and/or professional success and well-being.**

- 8 a. Are approachable, accessible, and welcoming to families and members of the community.
- 8 b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- 8 c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- 8 d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- 8 e. Create means for the school community to partner with families to support student learning in and out of school.
- 8 f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

[Establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. \(AASL 4.1\)](#)

- 8 g. Develop and provide the school as a resource for families and the community.
- 8 h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

Advocate for twenty-first century literacy skills to support the learning needs of the school community. (AASL 1.4 a)

- 8 i. Advocate publicly for the needs and priorities of students, families, and the community.

Develop a plan to advocate for school library and information programs, resources, and services. (AASL 4.4 b)

- 8 j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Identify stakeholders within and outside the school community who impact the school library program. (AASL 4.4 a)

**Operations and Management - Effective School Library leaders manage resources and operations to promote each learner's academic and/or professional success and well-being by creating an inviting environment, providing a flexible program, developing the collection, curating and organizing the resources, integrating digital and technology access, managing appropriate funding and encouraging critical thinking to create a community of lifelong learners.**

- 9 a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

Support flexible, open access for library services. (AASL 3.2)

Develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries. (AASL 5.3)

- 9 b. Strategically manage staff resources, assigning and scheduling staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

- 9 c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

Facilitate access to information in print, non-print, and digital formats (AASL 3.2 c)

Evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators (AASL 5.1 a)

Organize school library collections according to current library cataloging and classification principles and standards (AASL 5.1 b)

Apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. (AASL 5.3 a)

Organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. (AASL 5.3 b)

- 9 d. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

- 9 e. Protect teachers' and other staff members' work and learning from disruption.

- 9.f Employ technology to improve the quality and efficiency of operations and management.

Facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society. (AASL 3.3 b)

- 9 g. Develop and maintain data and communication systems to deliver actionable information for library and school improvement.

Facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society. (AASL 3.3 b)

- 9 h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

Use evidence-based, action research to collect data (AASL 3.4)

Interpret and use data to create and share new knowledge to improve practice in school libraries (AASL 3.4)

- 9 h. Develop and manage relationships with feeder and connecting schools for program management and curricular, instructional and program articulation.

- 9 i. Develop and manage productive relationships with the central office and school board. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

- 9 j. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

**School Improvement - Effective School Library leaders act as agents of continuous improvement to promote each learner's academic and/or professional success and well-being.**

#### **Library Program Improvement**

- 10 a. Seek to make school more effective for each student, teachers and staff, families, and the community.

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement. (AASL 1.2)

- 10 b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities. (AASL 5.4)



- 10 c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

Acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use. (AASL 1.3 b)

- 10 d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

Utilizing evidence-based practice and information from education and library research, communicate ways the library program can enhance school improvement efforts (AASL 4.3 b)

- 10 e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

Knowledge of learners and learning Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement. (AASL 1.1)

- 10 f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the program and its improvement.

Integration of twenty-first century skills and learning standards Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL Standards for the 21st-Century Learner and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate 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. (AASL 1.4)

- 10 g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries. (AASL 3.4)

- 10 h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of organization, programs, and services.

Articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. (AASL 4.3 a)

- 10 i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services. (AASL 4.4)

- 10 j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas. (AASL 5.2)

**Literacy and Reading – Effective School Library leaders promote reading for learning, personal growth, and enjoyment (and) are aware of major trends in children's and young adult literature. They select reading materials in multiple formats to support reading for information, pleasure, and lifelong learning. They use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. Literacy takes many forms (EX: digital, information, cultural, etc.) that all rely on the foundational literacy of reading.**

- 11 a. Literature - are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning. (AASL 2.1)
- 11 b. Reading promotion - use 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. (AASL 2.2)
- 11 c. Demonstrate the ability to develop 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. (AASL 2.3)
- 11 d. Literacy strategies - collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text. (AASL 2.4)