2012 CPS Framework for Teacher-Librarians

Adapted from the Danielson Framework for Library/Media Specialists, with permission from Charlotte Danielson

CHICAGO PUBLIC SCHOOLS | CPS

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of current teaching strategies and practices in the field of library science	Teacher-librarian demonstrates no knowledge of professional practices on content-related pedagogy, literature and the integration of educational and library technology.	Teacher-librarian demonstrates limited knowledge of professional practices on content-related pedagogy, knowledge of literature and the integration of educational and library technology.	Teacher-librarian demonstrates knowledge of professional practices on content-related pedagogy, knowledge of literature and the integration of educational and library technology.	Teacher-librarian demonstrates extensive knowledge of professional practices on content-related pedagogy, knowledge of literature and the integration of educational and library technology.
1b: Demonstrating knowledge of students and how the library program can address their needs	Teacher-librarian demonstrates little or no understanding of the levels of childhood/adolescent development, how students learn, and knowledge of students' backgrounds, interests, cultures, skills, language proficiencies, special needs, and does not seek such understanding. Teacher-librarian integrates few library-related teaching strategies that engage students in literacy- and related learning activities according to students' individual needs.	Teacher-librarian demonstrates some understanding of levels of childhood /adolescent development, how students learn, and some knowledge of students' backgrounds, cultures, skills, language proficiencies, interests, and special needs. Teacher-librarian attains this knowledge for the class as a whole or groups but not for individual students. Teacher-librarian integrates some library-related teaching strategies that engage students in literacy- and related learning activities according to students' individual needs.	Teacher-librarian demonstrates knowledge of the levels of childhood /adolescent development and an understanding of the active nature of student learning. Teacher-librarian purposefully gathers information from several sources about individual students' backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs. Teacher-librarian effectively integrates library-related teaching strategies that engage students in literacy- and related learning activities according to students' individual needs.	Teacher-librarian demonstrates extensive knowledge of childhood /adolescent development and actively seeks new knowledge. Teacher-librarian indicates an understanding of the active nature of student learning, learning styles, and modalities, and incorporates that knowledge in planning for instruction. Teacher-librarian continually and purposefully gathers information from several sources about individual students' backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs. Teacher-librarian extensively integrates library-related teaching strategies that engage students in literacy- and related learning activities according to students' individual needs.

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Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Selecting instructional outcomes	Teacher-librarian uses non-standards-based learning objectives to drive instruction or does not use objectives at all. Learning objectives are either unclear or stated as activities, rather than as student learning, prohibiting a feasible method of assessment. Teacher-librarian does not sequence and align learning objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect only one type of learning and/or only one discipline. Teacher-librarian does not effectively integrate literacy, research, information literacy, and technology skills.	Teacher-librarian regularly uses some standards-based learning objectives to drive instruction. Learning objectives are not always clear, written in the form of student learning, or aligned to methods of assessment. Teacher-librarian attempts to sequence and align some standards-based objectives to build student understanding, with limited depth or intentionality. Learning objectives reflect several types of learning, but teacher-librarian has made no attempt at coordination or integration of the disciplines. Teacher-librarian irregularly integrates literacy, research, information literacy, and technology skills.	Most of the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for the needs of groups of students and are all clear, written in the form of student learning, and aligned to methods of assessment. Teacher-librarian purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect several different types of learning and opportunities for coordination within and across the disciplines. Teacher-librarian effectively integrates literacy, research, information literacy, and technology skills.	All the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for individual students' needs, written in the form of student learning, and aligned to multiple methods of assessment. Teacher-librarian skillfully sequences and aligns standards-based objectives in the discipline and in related disciplines to build towards deep understanding, mastery of the standards, and meaningful real-world application. Learning objectives reflect several different types of learning and provide multiple opportunities for both coordination and integration within and across the disciplines. Teacher-librarian deeply and effectively integrates literacy, research, information literacy, and technology skills.
1d: Designing a coherent library program	Teacher-librarian designs and develops a library program that is incoherent in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-selected recreational reading, and the efficient performance of administrative tasks	Teacher-librarian designs and develops a library program that is minimally coherent in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-selected recreational reading, and the efficient performance of administrative tasks	Teacher-librarian designs and develops a library program that is coherent in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-selected recreational reading, and the efficient performance of administrative tasks	Teacher-librarian designs and develops a library program that is exceptionally coherent in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self-selected recreational reading, and the efficient performance of administrative tasks

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing student assessments	Teacher-librarian demonstrates poor design of student assessment. In self-contained, graded library settings, the assessment plan is poorly aligned to standards and related classroom instruction, is inappropriate to instruction, and does not incorporate related information literacy and technology skills. In open, non-graded library settings, the teacher-librarian does not collaborate with the classroom teacher to deliver an assessment plan that is aligned to standards and related classroom instruction, incorporating related information literacy and technology skills.	Teacher-librarian demonstrates fair design of student assessment. In self-contained, graded library settings, the assessment plan is inconsistently aligned to standards and related classroom instruction, is inappropriate to instruction, and poorly incorporates related information literacy and technology skills. In open, non-graded library settings, the teacher-librarian only occasionally collaborates with the classroom teacher to deliver an assessment plan that is aligned to standards and related classroom instruction, incorporating related information literacy and technology skills.	Teacher-librarian demonstrates good design of student assessment. In self-contained, graded library settings, the assessment plan is aligned to standards and related classroom instruction, is appropriate to instruction, and incorporates related information literacy and technology skills. In open, non-graded library settings, the teacher-librarian collaborates well with the classroom teacher to deliver an assessment plan that is aligned to standards and related classroom instruction, incorporating related information literacy and technology skills.	Teacher-librarian demonstrates exceptional design of student assessment. In self-contained, graded library settings, the assessment plan is well aligned to standards and related classroom instruction, is exceptionally appropriate to instruction, and incorporates related information literacy and technology skills. In open, non-graded library settings, the teacher-librarian collaborates frequently with the classroom teacher to deliver an assessment plan that is aligned to standards and related classroom instruction, incorporating related information literacy and technology skills.
1f: Developing a plan to evaluate the library program	Teacher-librarian has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Teacher-librarian has a rudimentary plan to evaluate the library program. The plan fails to incorporate evaluation of instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the total school program.	Teacher-librarian has a plan to evaluate the library program. The plan incorporates evaluation of instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the total school program.	Teacher-librarian has a highly sophisticated plan to evaluate the library program. The plan incorporates evaluation of instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the total school program.

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Domain 2: The Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport with and among students	Interactions, both between the teacher-librarian and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Interactions, both between the teacher-librarian and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, between teacher-librarian and students and among students are polite and respectful, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the teacher-librarian and individual students are highly respectful, demonstrating sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b: Establishing a culture of investigation and an appreciation of learning and literature	Teacher-librarian conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Teacher-librarian is inconsistent in interactions with student and colleagues regarding the importance of information and reading literature.	Teacher-librarian, in interactions with both students and colleagues, conveys a sense of the importance of information and reading literature.	Teacher-librarian, in interactions with both students and colleagues, conveys a sense of the essential nature of information and reading literature. Students appear to have internalized these values.
2c – Part 1: Establishing and maintaining library procedure **Part 2: Supervising library assistants (refers to paid ESP support staff, not students or other adult volunteers[1]**	Part 1: Library routines and procedures, including management of instructional groups, transitions, materials and supplies, and performance of non-instructional duties are either nonexistent or inefficient, resulting in general confusion. Part 2: Library assistants are confused as to their role, and consequently do not contribute to the success of the library program.	Part 1: Library routines and procedures, including management of instructional groups, transitions, materials and supplies, and performance of non-instructional duties are inconsistently implemented Part 2: Efforts to establish guidelines for library assistants are partially successful.	Part 1: Library routines and procedures, including management of instructional groups, transitions, materials and supplies, and performance of non-instructional duties are efficiently implemented. Part 2: Library assistants are clear as to their role and are able to help support the success of the library program.	Part 1: Library routines and procedures, including management of instructional groups, transitions, materials and supplies, and performance of non-instructional duties are exceptionally well-implemented. Part 2: Library assistants demonstrate a deep understanding and commitment to the library program, work independently, and meaningfully contribute to the success of the library program.

[1] Not applicable: If no library assistant works in the library

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing student behavior	Teacher-librarian has no established standards of conduct, or does not implement established standards of conduct. Teacher-librarian does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. The teacher-librarian engages in very little or no monitoring of student behavior. Teacher-librarian does not respond to students' inappropriate behavior, or the response is negative, repressive, and disrespectful of student dignity.	Teacher-librarian has established standards of conduct but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher-librarian inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher-librarian tries, with uneven results, to monitor student behavior. Teacher-librarian's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful.	Teacher-librarian has established standards of conduct with consistent implementation so most students follow the standards of conduct. Teacher-librarian monitors student behavior against established standards of conduct. Teacher-librarian uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher-librarian's response to inappropriate behavior is consistent, proportionate, respectful to students, and effective.	Teacher-librarian and students establish and implement standards of conduct so students follow the standards of conduct and self-monitor their behaviors. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher-librarian's monitoring of student behavior is subtle and preventive. Teacher-librarian and students use positive framing to model behavior. Teacher-librarian's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.

Domain 3: Delivery of Instruction and Service

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Maintaining and extending the library collection in accordance with the school's needs, within budget limitations	Teacher-librarian fails to adhere to district or professional guidelines in selecting materials for the collection, does not periodically purge the collection of outdated materials, and maintains a collection that is unbalanced among different areas. Collection lacks appealing recreational reading materials. Teacher-librarian fails to periodically inventory the library. When available, teacher-librarian fails to utilize an online integrated library system.	Teacher-librarian inconsistently adheres to district or professional guidelines in selecting materials for the collection, does not consistently purge the collection of outdated materials, and maintains a collection that is somewhat unbalanced among different areas. Collection contains few appealing recreational reading materials despite adequate funding. Teacher-librarian inconsistently inventories the library. When available, teacher-librarian inconsistently utilizes an online integrated library system.	Teacher-librarian adheres to district or professional guidelines in selecting materials for the collection, consistently purges the collection of outdated materials, and maintains a collection that is balanced among different areas. Collection contains appealing recreational reading materials in accordance with adequate funding. Teacher-librarian periodically inventories the library. When available, teacher-librarian utilizes an online integrated library system.	Teacher-librarian demonstrates superior adherence to district or professional guidelines in selecting materials for the collection, routinely purges the collection of outdated materials, and maintains a collection that is highly balanced among different areas. Collection contains many appealing recreational reading materials in accordance with adequate funding. Teacher-librarian regularly inventories the library. When available, teacher-librarian demonstrates mastery in the use of an online integrated library system.
3b: Collaborating with classroom teachers in the design of effective instructional units and lessons.	Teacher-librarian declines to collaborate with classroom teachers in the design of instructional lessons and units.	Teacher-librarian initiates collaboration with classroom teachers in the design of instructional lessons and units when specifically asked to do so. The teacher-librarian rarely integrates appropriate information literacy and technology skills, and rarely creates appropriate related webpages or online materials to support instruction. Even when scheduling permits, the teacher and teacher-librarian rarely co-teach units of instruction due to librarian unwillingness.	Teacher-librarian initiates collaboration with classroom teachers in the design of instructional lessons and units, periodically integrating appropriate information literacy and technology skills, and creating appropriate related webpages or online materials to support instruction. When scheduling permits, the teacher and teacher-librarian co-teach the units of instruction.	Teacher-librarian collaborates with classroom teachers in the design of instructional lessons and units, locating additional resources, consistently integrating appropriate information literacy and technology skills, and creating appropriate related webpages or online materials to support instruction. When scheduling permits, the teacher and teacher-librarian co-teach the units of instruction.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging Students in Learning	Learning activities prepared by the teacher-librarian do not reflect standards-based objectives; text complexity; suitable and engaging texts; the development of effective independent research, information literacy, and technology skills; and communication to students about learning objectives and directions.	Learning activities prepared by the teacher-librarian inconsistently reflect standards-based objectives; text complexity; suitable and engaging texts; the development of effective independent research, information literacy, and technology skills; and communication to students about learning objectives and directions.	Learning activities prepared by the teacher-librarian consistently reflect standards-based objectives; text complexity; suitable and engaging texts; the development of effective independent research, information literacy, and technology skills; and communication to students about learning objectives and directions.	Learning activities prepared by the teacher-librarian reflect superior integration of standards-based objectives; text complexity; suitable and engaging texts; the development of effective independent research, information literacy, and technology skills; and communication to students about learning objectives and directions.
3d: Using Assessment in Instruction	In graded library settings, the teacher-librarian uses formative assessment infrequently to monitor student progress and check for understanding of student learning. Teacher-librarian rarely uses questions/prompts/assessments to evaluate evidence of learning. Students cannot explain the criteria by which their work will be assessed and do not engage in self-assessment. Teacher-librarian's feedback is absent or of poor quality. In non-graded library settings, the librarian infrequently collaborates with the classroom teacher to design and utilize quality assessments with these characteristics.	In graded library settings, the teacher - librarian occasionally uses formative assessment during instruction to monitor student progress and check for understanding of student learning. Teacher-librarian occasionally uses questions/prompts/assessments to evaluate evidence of learning. Students can partially explain criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher-librarian's feedback to students is general and doesn't advance specific learning. In non-graded library settings, the librarian occasionally collaborates with the classroom teacher to design and utilize quality assessments with these characteristics.	In graded library settings, the teacher - librarian regularly uses formative assessment during instruction to monitor student progress and to check for understanding of student learning. Teacher-librarian uses questions/prompts/assessments for evidence of learning. Students can explain the criteria by which their work will be assessed; some of them engage in self-assessment. Teacher-librarian provides accurate and specific feedback to individual students that advance learning. In non-graded library settings, the librarian regularly collaborates with the classroom teacher to design and utilize quality assessments with these characteristics.	In graded library settings, formative assessment is fully integrated into instruction to monitor student progress and to check for understanding of student learning. Teacher-librarian uses questions/prompts/assessments to evaluate evidence of learning. Students can explain, and there is some evidence that they have contributed to the criteria by which their work will be assessed. Students self-assess and monitor their progress. Teacher-librarian and peers provide individual students a variety of feedback that is accurate, specific, and advances learning. In non-graded library settings, the librarian fully collaborates with the classroom teacher to design and utilize quality assessments with these characteristics.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	Teacher-librarian adheres to the instructional plan in spite of evidence of little student understanding or interest. Teacher-librarian does not provide differentiated instructional approaches for students nor does teacher-librarian provide intervention or enrichment as needed.	Teacher-librarian makes minor adjustments as needed to the instructional plans and accommodates student questions, needs, and interests, with moderate success. Teacher-librarian provides limited differentiated instructional approaches for students, drawing on a narrow repertoire of strategies to provide intervention and enrichment as needed.	Teacher-librarian successfully makes adjustments as needed to instructional plans and accommodates student questions, needs and interests. Teacher-librarian persists in differentiating instructional approaches for students, drawing on a varied repertoire of strategies to provide intervention and enrichment as needed.	Teacher-librarian seizes opportunities to enhance learning, building on spontaneous events or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher-librarian persists in seeking effective instructional approaches for students at all levels of learning, drawing on an extensive repertoire of strategies, and effectively matches various intervention and enrichment strategies to students' learning differences as needed.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Teacher-librarian is unable to describe whether or not a lesson or unit was effective or achieved its objective, or teacher-librarian misjudges the success of a lesson or unit and its impact on student learning. Teacher-librarian is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher-librarian makes no suggestions about how a lesson could be improved. Teacher-librarian is unable to connect his/her practice to the development of student information literacy, research, and technology skills.	Teacher-librarian is able to accurately describe whether or not a lesson or unit was effective but is unable to describe the extent to which it achieved its lesson or unit objective or its impact on student learning. Teacher-librarian is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher-librarian makes general suggestions about how a lesson could be improved. Teacher-librarian is inconsistently able to connect his/her practice to the development of student information literacy, research, and technology skills.	Teacher-librarian makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its lesson or unit objective and its impact on student learning and can provide evidence to support the judgment. Teacher-librarian is able to analyze aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher-librarian makes specific suggestions about how a lesson could be improved. Teacher-librarian is able to connect his/her practice to the development of student information literacy, research, and technology skills.	Teacher-librarian makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its lesson or unit's objective and its impact on student learning, citing many specific examples and evidence. Teacher-librarian is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher-librarian offers specific alternative actions, complete with the probable success of each course of action for how a lesson could be improved. Teacher-librarian is able to connect his/her daily practice in coherent detail to the development of student information literacy, research, and technology skills.
4b: Preparing and submitting library-related reports and budgets	Teacher-librarian ignores teacher requests when preparing requisitions and budgets, or does not follow established procedures. Inventories and administrative library-related reports are routinely late.	Teacher-librarian's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and administrative library-related reports are occasionally submitted on time.	Teacher-librarian consistently responds in a timely manner to teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and administrative library-related reports are submitted on time.	Teacher-librarian anticipates and confirms teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and administrative library-related reports are submitted on time and the teacher-librarian acts on the data.
4c: Communicating with the larger community	Teacher-librarian makes no effort to engage in outreach efforts to parents or the larger community.	Teacher-librarian makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Teacher-librarian engages in outreach efforts to parents and the larger community.	Teacher-librarian is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Growing and developing professionally	Teacher-librarian rarely or does not engage in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Teacher-librarian rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher-librarian rarely makes or makes no effort to participate in team- based professional inquiry to advance student learning and does not volunteer to participate in a leadership and/ or teaching team. Teacher-librarian resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning.	Teacher-librarian participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher-librarian reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher-librarian participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher-librarian accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.	Teacher-librarian seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher-librarian regularly collaborates with and provides and receives support to/from colleagues. Teacher-librarian participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/content /department teaching team. Teacher-librarian accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.	Teacher-librarian initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher-librarian invites meetings and initiates collaborations with colleagues. Teacher-librarian provides and accepts collegial support and provides and accepts valuable feedback to/from colleagues. Teacher-librarian participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher-librarian welcomes and uses feedback from a variety of stakeholders.

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4e: Demonstrating professionalism, including integrity, advocacy, and maintaining confidentiality	Teacher-librarian does not hold student or required school information confidential and is dishonest in professional and student/family interactions. Teacher-librarian does not attempt to serve students and ensure students are college and career ready. Teacher-librarian makes decisions and recommendations for self and/or students based on self-serving interests and are not open-minded or respectful of others' opinions. Teacher-librarian does not comply with school and district regulations.	Teacher-librarian holds student and required school information confidential and is honest in professional and student/family interactions most of the time. Teacher-librarian inconsistently attempts to serve students effectively and ensure students are college and career ready. Teacher–librarian inconsistently makes decisions and recommendations for self and/or students based on self-serving interests and are not always open-minded or respectful of others' opinions. Teacher-librarian complies minimally with school and district regulations, doing just enough to get by.	Teacher-librarian always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher-librarian consistently serves students effectively, working to ensure that every student is college and career ready. Teacher-librarian makes decisions and recommendations for self and/or students based on team contributions and are open-minded or respectful of others' opinions. Teacher-librarian complies fully with school and district regulations.	Teacher-librarian has the highest standards of integrity, always holds student and required school information confidential, and is honest in professional and student/family interactions. Teacher-librarian is highly proactive, seeking out resources when needed in order to serve students effectively and working to ensure every student is college and career ready. Teacher-librarian takes a leadership role in team or departmental decision-making and recommendations for self, colleagues, and students. Teacher-librarian complies fully with school and district regulations, taking a leadership role with colleagues.