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Resource to support DESE model rubric system

Implementation support for school librarians

This resource document was developed by the school librarian evaluation task force of the Massachusetts School Library Association. The Massachusetts Department of Elementary and Secondary Education has reviewed the contents for consistency with the classroom teacher rubric.

Library services are essential to schools, and a well-managed school library provides materials and services to give every student the opportunity to reach academic potential. The Massachusetts School Library Association task force developed this resource document to highlight the essential role the well-managed school library program plays in a school. The resource provides examples of school library practices that promote academic rigor, individual and collaborative learning, problem solving, and responsible use of resources that support student success.

This resource document describes practice that is common to school libraries in general. The task force acknowledges that the nature of the job varies according to school culture, funding and staffing levels, grade levels, and fixed vs. flexible school scheduling. The responsibilities of school librarians to whom this resource document may be applied will vary. Librarians and evaluators both should agree together on elements that have high priority in given environments.

As a final note, it is worthwhile to emphasize that this resource document reflects the fact while teaching is one important role of school librarians, effective library programs rely on successful school librarian performance in multiple areas:

- learning and teaching
- information access, including collection development
- program administration and library management
- technology leadership
- collaboration with school community
- support of school community

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.			
Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.			
I-A. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
I-A-1. Subject Matter Knowledge	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject	The proficient school librarian administers a library in which the materials and environment facilitate independent and collaborative learning. Furthermore, the proficient school librarian demonstrates subject matter knowledge by making broad use of current technology and literature to engage students in learning opportunities that encompass Common Core standards as well as district and school curricula.	The proficient school librarian: <ul style="list-style-type: none"> Administers the library program, including maintaining and developing the collection; managing circulation of resources; managing staff and/or volunteers; and managing and maintaining technology resources Demonstrates knowledge of the Common Core Standards and school curricula when planning collaborative projects with teachers and acquiring resources for the collection Demonstrates knowledge of media literacy skills and the research process Teaches students and teachers how to use technology to access, curate and share information; to express opinions; and to create products that demonstrate new learning
I-A-2. Child and Adolescent Development	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	The proficient school librarian develops the collection and lessons to meet the developmental levels and learning styles of the students.	The proficient school librarian: <ul style="list-style-type: none"> Selects materials to support learners at various developmental levels and abilities Promotes reading with high-quality and high-interest literature that reflect the diverse developmental, cultural, social and linguistic needs of the students Fosters a student-centered, inquiry-based approach to learning
I-A-3. Rigorous Standards-based Unit Design	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	The proficient school librarian collaborates with teachers to plan curriculum-based projects. Furthermore, the proficient school librarian maintains and promotes a collection of up-to-date and appropriate literature for classroom use and independent reading.	The proficient school librarian: <ul style="list-style-type: none"> Regularly collaborates with teachers to plan and co-teach curriculum-based projects and to design appropriate assessments, rubrics, and checklists Participates in creating and implementing District Determined Measures that demonstrate appropriate acquisition of information literacy and research skills Ensures that resources support the curriculum by regularly communicating with faculty about curriculum topics and staying current on Massachusetts frameworks Provides professional development to faculty, especially to promote technology integration and reading
I-A-4. Well-structured lessons	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	The proficient school librarian teaches information and research skills through whole-class, small group and individual instruction that is well-planned and has clear objectives. Lessons may be taught by the librarian alone or in collaboration with other teachers.	The proficient school librarian: <ul style="list-style-type: none"> Can state the objective, assessment, and steps planned for students for each formal learning experience Provides individualized instruction in research skills and technology as needed Assists students in finding appropriate materials for independent reading

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Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.			
I-B. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
I-B-1. Variety of Assessment Methods	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	The proficient school librarian collaborates with classroom teachers to assess student growth in skills related to research, media and technology. The proficient school librarian also gauges the library program's effectiveness at supporting each member of the school community.	The proficient school librarian: <ul style="list-style-type: none"> Participates in creating and implementing District Determined Measures for information literacy and research skills Conducts formal and informal assessments such as polls, surveys, exit tickets, observations, and discussions Reviews circulation and collection statistics
I-B-2. Adjustment to Practice	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	The proficient school librarian gathers information and uses that information to adjust practice toward intended outcomes.	The proficient school librarian: <ul style="list-style-type: none"> Reviews student work independently and with collaborating teachers to determine if all students were successful learners Continually looks to add resources and use technology to support diverse learning styles and abilities Solicits input from students following research projects and other lessons regarding their experience and asking for suggestions for improvement Updates and revises projects and lessons to reflect new and better resources and technology Participates regularly and appropriately in formal and informal professional development and integrates new learning and practices into lessons and projects
Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.			
I-C. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
I-C-1. Analysis and Conclusions	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	The proficient school librarian shares information about the library successes and challenges with the school community	The proficient school librarian: <ul style="list-style-type: none"> Evaluates curriculum projects and improves library resources and practice based on student outcomes. Reports to administrators, faculty and other colleagues about library usage with data from collection analyses, circulation statistics, database usage, etc. Reports to administrators and other appropriate members of the school community regarding the funding needs of the school library when developing the annual library budget
I-C-2. Sharing Conclusions with Colleagues	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	The proficient school librarian communicates regularly with teachers and administrators through conversations, newsletters, email, social media, and professional development.	The proficient school librarian: <ul style="list-style-type: none"> Provides the school community with regular updates about library resources, through activities such as displaying new books, creating curriculum topic pathfinders, updating the library website, or contributing to the school newsletter Provides administrators with an annual library report and information about budget needs
I-C-3. Sharing Conclusions with Students	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	The proficient school librarian provides feedback, when appropriate, to students and parents regarding student performance on research assignments and use of technology, and provides mini-lessons and individual instruction focused on specific skills.	The proficient school librarian: <ul style="list-style-type: none"> Engages with students when they are in the library Provides feedback and guidance at the point of need Shares the responsibilities for assessing student research projects with collaborating teachers

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.			
Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			
II-A. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
II-A-1. Quality of Effort and Work	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	The proficient school librarian collaborates with teachers to find and create exemplars and rubrics for research projects.	A proficient school librarian: <ul style="list-style-type: none"> Helps to create exemplars and rubrics for research projects that address both curriculum content and research skills Teaches students appropriate research skills to support project based learning, such as crafting a research question or thesis statement, collecting information from print and digital resources, collecting data, and using proper citations
II-A-2. Student Engagement	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	The proficient school librarian uses a variety of teaching strategies and resources designed to engage students with different abilities and learning styles.	The proficient school librarian: <ul style="list-style-type: none"> Offers a range of high-quality print and nonprint materials to engage students in voluntary reading and personal and academic research Provides access to and instruction in technologies designed to help students investigate, share, and produce information; encourages inquiry-based learning
II-A-3. Meeting Diverse Needs	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English Language Learners.	The proficient school librarian develops a balanced collection that supports a variety of instructional strategies; supports diverse learning styles, interests, and abilities of users; and reflects the diversity of the library community. Furthermore, a proficient school librarian demonstrates awareness of school curricula, District Determined Measures, and Massachusetts frameworks, and participates in school-wide discourse on these subjects.	The proficient school librarian: <ul style="list-style-type: none"> Provides a balanced collection Informs teachers about resources and technologies that can be used to support all learners and to differentiate instruction Participates in curriculum committees and teams at the school and district levels Invites input from faculty and students during collection development
Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.			
II-B. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
II-B-1. Safe Learning Environment	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	The proficient school librarian communicates consistent expectations in the library environment with established routines.	The proficient school librarian: <ul style="list-style-type: none"> Provides library orientation sessions to familiarize students with basic library routines and expectations Trains library staff and/or volunteers to model behaviors and maintain a safe learning environment Provides project feedback and research assistance in a positive and supportive manner Engages students on a personal level and treats them with respect
II-B-2. Collaborative Learning Environment	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	The proficient school librarian creates a welcoming physical space and online platforms to support collaborative learning and works with teachers to develop and support collaborative curriculum projects.	The proficient school librarian: <ul style="list-style-type: none"> Creates spaces within the library for classes, small groups, and individual students or teachers to work Teaches and supports the use of online tools that enable collaborative learning Actively works with teachers to develop projects that hold all students accountable for contributing to a group project
II-B-3. Student Motivation	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.	The proficient school librarian knows the school curriculum and the Massachusetts frameworks well enough to encourage independent learning and to enable personalized instruction by guiding teachers and students to appropriate resources.	The proficient school librarian: <ul style="list-style-type: none"> Stays apprised of student projects and individual interests to provide feedback and expose students to additional resources Engages students in research process and encourages appropriate depth of research Solicits student input regarding library projects, collection development, and technology use Provides appropriate collection of books for pleasure reading and materials for students who wish to pursue personal research Seeks opportunities to work with students individually and in groups to motivate students to read based on personal interest and academic need

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.			
Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.			
II-C. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
II-C-1. Respects Differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	The proficient school librarian develops a balanced collection of print and nonprint materials that supports the diverse developmental, cultural, social and linguistic needs of school community members as well as reflecting minority viewpoints and diverse student experience.	The proficient school librarian has an up-to-date collection policy and materials reconsideration policy approved by school committee in order to maintain a safe intellectual and cultural environment.
II-C-2. Maintains Respectful Environment	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	The proficient school librarian establishes a learning environment that welcomes and supports all members of the school community.	The proficient school librarian builds collections that reflect the diversity of the school community and provides insight into other communities
Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.			
II-D. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
II-D-1. Clear Expectations	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	The proficient school librarian supports the school's academic integrity policies, and instructs and promotes digital citizenship.	The proficient school librarian: <ul style="list-style-type: none"> • Develops rubrics and checklists for projects in collaboration with teachers to support digital citizenship and academic integrity policies • Teaches lessons on topics such as digital copyright, citing sources, note taking, and strategies to avoid inadvertent plagiarism that support ethical academic behavior
II-D-2. High Expectations	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	The proficient school librarian creates and scaffolds learning opportunities that support and challenge student growth in information and media literacy lessons.	The proficient school librarian collaborates with teachers in all subject areas to develop projects and learning experiences that include exemplars, clear rubrics, and assessments.
II-D-3. Access to Knowledge	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	The proficient school librarian provides print and nonprint materials to enable access for all students. Materials are available electronically beyond the school day. Range of materials addresses rigor and accommodates learning differences.	The proficient school librarian provides curriculum materials to support all students (e.g., ELL students, students with 504 plans, students on IEPs, students who need academic challenge) in the print, audiovisual, and digital collections.

Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.			
Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.			
III-A. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
III-A-1. Parent/Family Engagement	Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.	The proficient school librarian provides access to the physical library for students and families throughout the school day and continual access to the library's digital resources. Furthermore, the proficient school librarian communicates with families regarding library resources and programs.	The proficient school librarian has established methods of communicating with families that include a current website, access to information resources that include the online catalog and databases, the school newsletter, and other methods that may include blogs or other social media.
Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.			
III-B. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
III-B-1. Learning Expectations	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	The proficient school librarian shares with families the student expectations that promote a positive learning environment.	The proficient school librarian uses social media, open house events, personal interaction, school newsletters, the library website, or other means to build connections with families in a way that both encourages reading for pleasure and supports academic excellence.
III-B-2. Curriculum Support	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	The proficient school librarian provides resources to support all learners, and regularly provides faculty and parents with information about these resources and their potential for supporting a wide range of students. Translated and multilingual materials are available for ELL families as appropriate.	The proficient school librarian uses a variety of communication strategies, such as the library website, parent meetings, social media, and school newsletters to provide faculty and parents with information about: <ul style="list-style-type: none"> • print and electronic resources, especially those available to support student homework • training opportunities for parents, teachers, and students regarding library resources and assistive technologies The proficient school librarian ensures that materials produced by librarians for families are translated into languages commonly spoken by members of the school community.
Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.			
III-C. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
III-C-1. Two-Way Communication	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from families.	The proficient school librarian provides communication to families about library programs, welcomes questions from families, and provides opportunities for families to provide feedback to the librarian.	The proficient school librarian regularly communicates with the school community using a variety of strategies to support technology integration, increase awareness of print and electronic resources, and encourage academic integrity and rigor, including: <ul style="list-style-type: none"> • newsletters or website with contact information • email, social media, conversations with parents, parent/teacher meetings • presentations, after-school or evening workshops
III-C-2. Culturally Proficient Communication	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.	The proficient school librarian crosses barriers (of language, culture, and technology) to enable communication with families.	The proficient school librarian: <ul style="list-style-type: none"> • provides translations of regular communication to non-English speaking families • provides communication in paper formats for families without technology access • collaborates with the school-based ELL teacher(s) to facilitate communication • maintains library hours that provide technology access to students and families without home-based access.

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.			
Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.			
IV-A. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
IV-A-1. Reflective Practice	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	The proficient school librarian evaluates completed lessons and research projects in conjunction with collaborating teachers and students to refine and improve them and to determine the need for additional instruction and resources.	The proficient school librarian: <ul style="list-style-type: none"> Reviews student work independently and with collaborating teachers to determine if all students were successful learners Continually looks to add resources and use technology to support diverse learning styles and abilities Solicits input from students following research projects and other lessons regarding their experience and asking for suggestions for improvement Updates and revises projects and lessons to reflect new and better resources and technology Participates regularly and appropriately in formal and informal professional development and integrates new learning and practices into lessons and projects
IV-A-2. Goal Setting	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.	The proficient school librarian sets SMART goals that are standards-based and data-driven, and plans goals consistent with school-wide goals. Goals may include aspects of facility management.	The proficient school librarian: <ul style="list-style-type: none"> demonstrates reflective practice in the form of collaborative discussions with teachers to review student achievement goals uses insights and knowledge from professional development, data collected about library usage, and information about school initiatives to set annual goals
Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.			
IV-B. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
IV-B-1. Professional Learning Growth	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	The proficient school librarian actively participates in professional development opportunities and professionally-directed social media, reads professional journals, and stays current with forward movement of the school library profession. A proficient school librarian then reflects and brings new practice and pedagogy back to school-based curriculum and instruction.	The proficient school librarian: <ul style="list-style-type: none"> has membership in professional organizations such as Massachusetts School Library Association (MSLA), Massachusetts Computer User Educators (MassCUE), American Association of School Librarians (AASL), American Library Association (ALA) subscribes to and reads professional journals participates in online professional groups
Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.			
IV-C. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
IV-C-1. Professional Collaboration	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.	The proficient school librarian actively collaborates with other teachers on lessons and assessments, engages in curriculum development to incorporate information and media literacy skills, and provides professional development opportunities to faculty.	The proficient school librarian actively participates in curriculum development and professional development, as well as providing leadership in identifying and promoting new information resources and technologies to the school community.

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.			
Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.			
IV-D. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
IV-D-1. Decision Making	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	The proficient school librarian is an active member of school-based curriculum and leadership teams that provide expertise on information and media literacy, informational technology, and library resources for differentiation. Such teams may include curriculum, instructional technology, NEASC planning, District Determined Measures, vertical alignment, etc.	The proficient school librarian: <ul style="list-style-type: none"> • Contributes information about available print and technology to help teachers differentiate instruction and support a variety of learning styles • Creates curriculum pathfinders, book lists, webpages, and related resources to curate resources for specific purposes • Uses knowledge of the curriculum and Common Core Standards to help create cross-curricular and cross-grade level projects and to assist with vertical alignment of curriculum
Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.			
IV-E. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
IV-E-1. Shared Responsibility	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	The proficient school librarian articulates and models the responsibilities of digital citizenship regarding plagiarism, intellectual freedom, intellectual property, and the right to privacy.	The proficient school librarian: <ul style="list-style-type: none"> • maintains a website that is regularly updated with new content that reflects instructional work with students, as well as up-to-date resources for reading, inquiry activities, and responsible digital citizenship • actively participates in supporting school culture through providing consistent and posted school behavioral expectations, school library hours, and supporting and participating in co-curricular school events.
Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.			
IV-F. Elements		Knowledge, Skills, & Responsibilities	How it Might Look & Potential Sources of Evidence
IV-F-1. Judgment	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	The proficient school librarian meets all school-based expectations regarding professional obligations. Furthermore, the proficient school librarian ensures library patron privacy protection and access to information, and has a school-committee approved policy manual in place that covers materials selection, patron privacy, reconsideration of materials, and ethical use of information.	The proficient school librarian: <ul style="list-style-type: none"> • Protects patron privacy and access to information using forms such as those provided by the ALA Library Bill of Rights, Freedom to Read, and Access to Information • Works with administrators to use school-committee approved policies to address any concerns or challenges regarding collection development or challenges to specific items in the collection • Teaches students ethical use of information, such as explaining the school's Acceptable Use Policy, addressing issues of plagiarism, and teaching appropriate citations
IV-F-2. Reliability & Responsibility	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	In addition to elements required of all teachers, the proficient school librarian provides the building principal with an annual report or other documentation about the state of the library.	In addition to elements required of all teachers, the proficient school librarian provides the building principal with an annual report or other documentation that may include: <ul style="list-style-type: none"> • general library use--circulation statistics, class visits, resource usage • standards addressed via taught curriculum • technology inventory • budget and purchasing • support of co-curricular school activities