

*The following matrix is provided as an assessment tool for the school library media program. This matrix may also be accessed at: <http://www.tsl.state.tx.us/ld/schoollibs/sls/stand1.html>*

## Matrix for Evaluating School Library Media Programs in Texas

### STANDARD I: LEARNER-CENTERED TEACHING AND LEARNING -- STRATEGIES FOR LIBRARIANS

**Goal:** To promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

#### Level of Support of [Student Achievement](#)

**Principle 1.** The librarian models and promotes collaborative instruction with teachers, as determined by the independent and diverse needs of all learners, and within the context of state curriculum standards. ([Correlates to TAC, Standard I.1, 2, 3, 5, 6](#)) In the following Program Development stages, the librarian is:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Knowledgeable of the <a href="#">TEKS</a> and collaborates with teachers in all subject areas to integrate State-mandated curriculum into at least 90% of the lesson plans presented in the library.	A. Knowledgeable of the <a href="#">TEKS</a> and collaborates with teachers in all subject areas to integrate State-mandated curriculum into at least 80% of the lesson plans presented in the library.	A. Knowledgeable of the <a href="#">TEKS</a> and collaborates with teachers in all subject areas to integrate State-mandated curriculum into at least 55% of the lesson plans presented in the library.	A. Knowledgeable of the <a href="#">TEKS</a> and collaborates with teachers in all subject areas to integrate State-mandated curriculum into less than 55% of the lesson plans presented in the library.
B. Integrates a research process model, such as The <a href="#">Big6™</a> , Independent Investigation Method by <a href="#">Active Learning (IIM)</a> , or other research process model, into at least 90% of the research projects by collaboratively developing plans, activities, and assessments for large group, small group, and individual learning experiences.	B. Integrates a research process model such as The <a href="#">Big6™</a> , Independent Investigation Method by <a href="#">Active Learning (IIM)</a> , or other research process model, into at least 80% of the research projects by collaboratively developing plans, activities, and assessments for learning experiences.	B. Integrates a research process model such as <a href="#">Big6™</a> , Independent Investigation Method by <a href="#">Active Learning (IIM)</a> , or other research process model, into at least 55% of the research projects by collaboratively developing plans, activities, and assessments for learning experiences.	B. Integrates a research process model such as The <a href="#">Big6™</a> , Independent Investigation Method by <a href="#">Active Learning (IIM)</a> , or other research process model, into less than 55% of the research projects by collaboratively developing plans, activities, and assessments for learning experiences.

C. Instructs at least 90% of the students in the effective use of print and electronic resources related to curricular and/or independent learning needs to assist students in developing their own research strategies, in compliance with ethical standards.	C. Instructs at least 80% of the students in the effective use of print and electronic resources related to curricular and/or independent learning needs to assist students in developing their own research strategies, in compliance with ethical standards.	C. Instructs at least 55% of the students in the effective use of print and electronic resources related to curricular and/or independent learning needs to assist students in developing their own research strategies, in compliance with ethical standards.	C. Instructs less than 55% of the students in the effective use of print and electronic resources related to curricular and/or independent learning needs to assist students in developing their own research strategies, in compliance with ethical standards.
D. Differentiates instructional strategies according to multiple learning styles of at least 90% of students with consideration to individual and cooperative grouping and aligned with students' prior learning and experiences.	D. Differentiates instructional strategies according to multiple learning styles of at least 80% of students with consideration to individual and cooperative grouping and aligned with students' prior learning and experiences.	D. Differentiates instructional strategies according to multiple learning styles of at least 55% of students with consideration to individual and cooperative grouping and aligned with students' prior learning and experiences.	D. Differentiates instructional strategies according to multiple learning styles of less than 55% of students with consideration to individual and cooperative grouping and aligned with students' prior learning and experiences.
E. Collaboratively assists at least 90% of students in developing research strategies and communicating findings in a variety of formats.	E. Collaboratively assists at least 80% of students in developing research strategies and communicating findings in a variety of formats.	E. Collaboratively assists at least 55% of students in developing research strategies and communicating findings in a variety of formats.	E. Collaboratively assists less than 55% of students in developing research strategies and communicating findings in a variety of formats.

**Benefits for Students:**

Effectively use ideas and information and take responsibility by determining their own research needs and developing their own research strategies.

Complete assignments using problem-solving/research methodology that involves higher level thinking skills, such as analysis, synthesis, and evaluation (Grades 3 and above).

Use a variety of information sources and evaluate them in regard to usefulness and appropriateness (validity, relevance, and accuracy) in assignments and personal research.

Work independently, collaboratively, and cooperatively, and communicate their research results in a variety of formats.

Increased mastery of [TEKS](#) student expectations as a result of appropriate instruction in the usage of library resources.

**Principle 2.** The librarian works collaboratively with students, teachers, and the community to promote local, state, and national reading initiatives that encourage learners to read, write, view, speak, and listen for understanding and enjoyment. ([Correlates to TAC Standard 1.9, 10](#)) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Collaborates with reading instructional staff to integrate library resources and services into at least 90% of the reading activities presented in the library, such as story times, book talks, reading promotions, etc.	A. Collaborates with reading instructional staff to integrate library resources and services into at least 80% of the reading activities presented in the library, such as story times, book talks, reading promotions, etc.	A. Collaborates with reading instructional staff to integrate library resources and services into at least 55% of the reading activities presented in the library, such as story times, book talks, reading promotions, etc.	A. Collaborates with reading instructional staff to integrate library resources and services into less than 55% of the reading activities presented in the library, such as story times, book talks, reading promotions, etc.
B. Works collaboratively and individually to provide reading programs throughout the year, such as reading programs suggested by professional associations and State agencies, including story times, book discussion groups, <a href="#">Bluebonnet, Tayshas, Lone Star, and 2 X 2 Reading List</a> . At least 90% of elementary students will participate in one or more reading programs throughout the school year. At least 40% of secondary students will participate in one or more reading programs throughout the school year.	B. Works collaboratively and individually to provide reading programs throughout the year, such as reading programs suggested by professional associations and State agencies, including story times, <a href="#">Bluebonnet, Tayshas, Lone Star, and 2 X 2 Reading List</a> . At least 75% of elementary students will participate in one or more reading programs throughout the school year. At least 30% of secondary students will participate in one or more reading programs throughout the school year.	B. Works collaboratively and individually to provide reading programs throughout the year, such as reading programs suggested by professional associations and State agencies, including story times, <a href="#">Bluebonnet, Tayshas, Lone Star, and 2 X 2 Reading List</a> . At least 50% of elementary students will participate in one or more reading programs throughout the school year. At least 20% of secondary students will participate in one or more reading programs throughout the school year.	B. Works individually to provide reading programs throughout the year, such as reading programs suggested by professional associations and State agencies, including story times, <a href="#">Bluebonnet, Tayshas, Lone Star, and 2 X 2 Reading List</a> . Less than 50% of elementary students will participate in one or more reading programs throughout the school year. Less than 20% of secondary students will participate in one or more reading programs throughout the school year.
C. Works collaboratively to provide at least monthly changes of reading promotion displays (9 times throughout the year).	C. Works collaboratively and individually to provide changes of reading promotion displays every 6 weeks (6 times throughout the year).	C. Works collaboratively and individually to provide changes of reading promotion displays every 9 weeks (4 times throughout the year).	C. Works individually to change reading promotion displays less often than every 9 weeks throughout the year.
D. Collaborates with members	D. Collaborates with members of	D. Collaborates with members	D. Collaborates with members of the

<p>of the learning community and actively engages, directs and encourages students to develop a lifelong appreciation of literature and other creative expressions of information through at least 7 methods throughout the school and community, e.g., formal introduction to program, class book talks, one-on-one with patrons, promotion of current information in newspapers and periodicals, guest speakers such as authors, storytellers, journalists, illustrators, etc., and web sites that support literary and educational objectives.</p>	<p>the learning community and actively engages, directs and encourages students to develop a lifelong appreciation of literature and other creative expressions of information through at least 6 methods throughout the school and community, e.g., formal introduction to program, class book talks, one-on-one with patrons, promotion of current information in newspapers and periodicals, guest speakers such as authors, storytellers, journalists, illustrators, etc., and web sites that support literary and educational objectives.</p>	<p>of the learning community and actively engages, directs and encourages students to develop a lifelong appreciation of literature and other creative expressions of information through at least 5 methods throughout the school and community, e.g., formal introduction to program, class book talks, one-on-one with patrons, promotion of current information in newspapers and periodicals, guest speakers such as authors, storytellers, journalists, illustrators, etc., and web sites that support literary and educational objectives.</p>	<p>learning community and actively engages, directs and encourages students to develop a lifelong appreciation of literature and other creative expressions of information through less than 5 methods throughout the school and community, e.g., formal introduction to program, class book talks, one-on-one with patrons, promotion of current information in newspapers and periodicals, guest speakers such as authors, storytellers, journalists, illustrators, etc., and web sites that support literary and educational objectives.</p>
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**Benefits for Students:**

Read widely for different purposes in varied sources, including fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information.

Question the text for ideas to improve fluency and comprehension.

Listen attentively and engage actively in a variety of oral language experiences.

Determine the purpose(s) for listening: to get information, to solve problems, and to enjoy and appreciate literature.

Describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings.

Interpret important events and ideas from maps, charts, graphics, video segments, or technology presentations.

**Principle 3.** The librarian collaborates, designs, and provides ongoing instruction for staff and students in the integration of information technology and information literacy, emphasizing and modeling the ethical use of resources. ([Correlates to TAC Standard I, 4.7.8](#)) In the following Program Development stages, the librarian:

Exemplary Program Development	Recognized Program Development	Acceptable Program Development	Below Standard Program Development
A. Participates in the ongoing identification and assessment of staff and students' learning needs in areas related to information literacy, ethics, and technology.	A. Participates annually in the identification and assessment of staff members' learning needs in areas related to information literacy, ethics, and technology.	A. Assists as directed in the identification and assessment of staff members' learning needs in areas related to information literacy, ethics, and technology.	A. Does not participate in the identification and assessment of staff members' learning needs in areas related to information literacy, ethics, and technology.
B. Continually addresses issues and needs of staff and students identified by librarian, and other campus and district staff, including administrators through professional development for staff and curriculum integration of technology and information literacy for students.	B. Annually addresses issues and needs identified by librarian, and other campus and district staff, including administrators through professional development..	B. Upon request, addresses issues and needs identified by librarian, and other campus and district staff, including administrators through professional development.	B. B. Does not address issues and needs identified by librarian, and other campus and district staff, including administrators through professional development.
C. Library is <a href="#">flexibly scheduled</a> and adequately staffed, and librarian provides at least 90% of point-of-need training for staff and students.	C. Library is <a href="#">flexibly scheduled</a> and adequately staffed, and librarian provides at least 80% of point-of-need training for staff and students.	C. Library is <a href="#">flexibly scheduled</a> and adequately staffed, and librarian provides at least 55% of point-of-need training for staff and students.	C. Library is not <a href="#">flexibly scheduled</a> and adequately staffed, and librarian provides less than 55% of point-of-need training for staff and students.
D. Elementary librarians collaborate with teachers to administer reading assessment instruments such as the <a href="#">Texas Primary Reading Inventory (TPRI)</a> , and collaborate with teachers to determine how the results may be used to improve student reading achievement.	D. Elementary librarians collaborate with teachers to use results of reading assessment instruments such as the <a href="#">Texas Primary Reading Inventory (TPRI)</a> to improve student reading achievement.	D. Elementary librarians understand how early reading assessment instruments such as the <a href="#">Texas Primary Reading Inventory (TPRI)</a> are utilized by teachers.	D. Elementary librarians have little or no knowledge of reading assessment instruments such as the <a href="#">Texas Primary Reading Inventory (TPRI)</a>
E. Provides and conducts professional development for	E. Conducts professional development for campus personnel and others, such as district personnel and parent and	E. Conducts professional development for campus personnel and others, such as district personnel and parent	E. Does not conduct professional development for campus personnel and others, such as district personnel and parent and teacher groups that supports

campus personnel and others, such as district personnel and parent and teacher groups, at least 5 times annually that supports the school library program elements found in <a href="#">State-mandated curriculum</a> , the <a href="#">SBEC guidelines</a> , the <a href="#">STaR Chart</a> at the target technology level, and national standards for library programs.	teacher groups at least 3 times annually that supports the school library program elements found in <a href="#">State-mandated curriculum</a> , the <a href="#">SBEC guidelines</a> , the <a href="#">STaR Chart</a> at the target technology level, and national standards for library programs.	and teacher groups at least 1 time annually that supports the school library program elements found in <a href="#">State-mandated curriculum</a> , the <a href="#">SBEC guidelines</a> , the <a href="#">STaR Chart</a> at the target technology level, and national standards for library programs.	the school library program elements found in <a href="#">State-mandated curriculum</a> , the <a href="#">SBEC guidelines</a> , the <a href="#">STaR Chart</a> at the target technology level, and national standards for library programs.
F. Develops and promotes online training modules for staff, students, and community that support the school library program elements found in <a href="#">State-mandated curriculum</a> , the <a href="#">SBEC guidelines</a> , the <a href="#">STaR Chart</a> at the target technology level, and national standards for library programs.	F. Promotes online training modules that support the school library program elements found in <a href="#">State-mandated curriculum</a> , the <a href="#">SBEC guidelines</a> , the <a href="#">STaR Chart</a> at the target technology level, and national standards for library programs.	F. Upon request, directs staff to online training modules that support the school library program elements found in <a href="#">State-mandated curriculum</a> , the <a href="#">SBEC guidelines</a> , the <a href="#">STaR Chart</a> at the target technology level, and national standards for library programs.	F. Does not use online training modules that support the school library program elements found in <a href="#">State-mandated curriculum</a> , the <a href="#">SBEC guidelines</a> , the <a href="#">STaR Chart</a> at the target technology level, and national standards for library programs.
G. Updates personal knowledge and skills through ongoing self-assessment and seeks out continuing professional educational opportunities, including current teaching practices. Fulfills <a href="#">SBEC Standard Certificate Renewal of School Librarian Certificate</a> , if applicable.	G. Updates personal knowledge and skills and participates in local continuing professional educational opportunities. Fulfills <a href="#">SBEC Standard Certificate Renewal of School Librarian Certificate</a> , if applicable.	G. Updates personal knowledge and skills as directed by district staff. Fulfills <a href="#">SBEC Standard Certificate Renewal of School Librarian Certificate</a> , if applicable.	G. Spends little time in self-assessment of personal knowledge and skills. Does not fulfill <a href="#">SBEC Standard Certificate Renewal of School Librarian Certificate</a> , if applicable.

**Benefits for Students:**

Develop technology-related information literacy skills (select the resource appropriate for the task, synthesize knowledge, create a solution, and evaluate the results) in order to foster effective and efficient critical thinking and problem-solving strategies in all subject areas. Demonstrate technological awareness, including information acquisition, work in solving problems, and communication. Communicate the results of their research in a variety of formats, electronic, print, oral, etc. Demonstrate ethical use of resources, print and electronic, in their research products. Utilize online database sources as well as web sites identified by the librarian in collaboration with teachers.

