

## SLMS Core Competencies (from the SLMS/Teacher Librarian Evaluation Rubric)

Developed by the OELMA Professional Development Committee

2015-16

<b>Competencies (identified through the SLMS Performance Evaluation)</b>	<b>Definition</b>	<b>Examples of Professional Development</b>
<b>Assessment</b>	The ability to create and use a tool to determine a student's mastery of a topic. Usually in conjunction with a content standard. (Ohio Teaching Standard #3)	
<b>Cataloging</b>	The ability to prepare accurate descriptions of library materials and to provide appropriate access to library materials.	Co-sponsor workshops with OhioNET; Co-sponsor with vendors such as Sirsi, Follett; genrefying
<b>Collaboration</b>	The ability to build relationships and form partnerships with teachers, administrators, parents, school board members as well as other community organizations	
<b>Collect Evidence</b>	The ability to aggregate student or teacher work to show growth in a specified learning standard or lesson. (Ohio Teaching Standard #3)	Rejuvenate the EBP workshops
<b>Collection Management</b>	The ability to select and evaluate materials and to maintain a collection designed to meet the needs of the intended audience; includes conservation and preservation	Co-sponsor workshops with vendors such as KapCo; ESL books for teens

<b>Communication</b>	The ability, through both verbal and written methods, to provide concise, timely, and accurate information to students, teachers, administrators, parents, school board members as well as community organizations	
<b>Curriculum Standards</b>	The ability to know and use the Ohio Learning Standards; media, technology, and information literacy standards (e.g., ISTE, AASL, NAMLE) for purposes of instruction and collection management.	
<b>Data Assessment</b>	The ability to analyze information (usually test results) to determine trends, weaknesses in lessons etc. (Ohio Teaching Standards #4)	Rejuvenate the EBP workshops
<b>Data Collection</b>	The ability to compile student, teacher and district information for purposes of analyzing program effectiveness. (Ohio Teaching Standards #4)	
<b>Differentiation</b>	The ability to apply a variety of methods of instruction, respond to students' readiness, instructional needs, interests and learning preferences and provide opportunities for students to work in varied instructional formats.	
<b>Environment</b>	The ability to create a library/media center facility conducive to high quality learning. (Ohio Teaching Standard #5)	

<b>Ethics</b>	The ability to know and comply of with Ohio Ethics Law; ethics and values of library service	
<b>Fiscal Responsibility</b>	The ability to work within a given budget and act as a trustee of the district's assets including exercising due diligence to oversee that the library/media center is well-managed and that its financial situation remains sound	
<b>Instructional Goals</b>	The ability to know about instructional targets for learning by the teacher, student and district over a specified time period; the ability to create instructional targets for learning within the library program. (Ohio Teaching Standards #4)	
<b>Instructional Strategies</b>	The ability to present instructional content in diverse ways to students and select appropriate delivery methods according to learner needs	
<b>Laws and Policy</b>	The ability to know and comply with school district policies; local, state, and federal laws as they apply to library services (e.g., copyright, privacy)	
<b>Leadership</b>	The ability to set and model high performance standards characterized by integrity; to earn trust and respect of others by coaching, inspiring, empowering people within the building and school district	

<b>Plan Lessons</b>	The ability to know, understand, and implement a lesson plan structure that includes curriculum standards and assessment.	
<b>Professional Development for Self and Others</b>	The ability to recognize a need for knowledge, seek it, and share the information with coworkers and fellow media specialists. (Ohio Teaching Standards #7)	
<b>Professional Goals</b>	The ability to create a set of target actions to accomplish within a chosen field of work	
<b>Reading and Literacy</b>	The ability to work with groups and individuals across the full range of learning needs to promote books in all formats for personal pleasure or growth.	ESL books for teens
<b>Records Management</b>	The ability to organize and maintain library records; to generate many different types of reports to facilitate library planning and operation	
<b>Reference</b>	The ability to determine patron needs and use various resources to provide clear and comprehensive information in response to requests	
<b>Relationships</b>	The ability to build connections among/between teachers and students which enhance (or prohibit) the learning process	
<b>Routines and Procedures</b>	The ability to develop and implement library policies and procedures	

<b>Standards of Conduct</b>	The ability to know, understand, and implement a set of rules outlining the social norms and rules and responsibilities of, or proper practices for, all individuals and stakeholders. Related concepts include ethical, honor, moral codes and religious laws	
<b>Student Assessment</b>	The ability to create and use a tool to determine a student's mastery of a topic. Usually in conjunction with a content standard. (Ohio Teaching Standard #3)	
<b>Student Demographics</b>	The ability to aggregate student information for purposes of instruction and/or program development	
<b>Student Development</b>	The ability to know and understand the stages of student cognitive and psycho-social development and the implications for learning. The ability to know, understand, and monitor student progress during a specific period of learning (usually an assessment). (Ohio Teaching Standard #4)	
<b>Technology</b>	The ability to know, understand, and implement the technologies that are used within the library; basic computer skills; computer equipment; software; Internet (Web 2.0, library's website, online circulatory system)	