

PROPOSED REPEAL AND REPLACE - INTEGRATED

TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 69 SCHOOL PERSONNEL - PERFORMANCE PART 5 PERFORMANCE EVALUATION SYSTEM REQUIREMENTS FOR LIBRARIAN-TEACHERS

6.69.5.1 ISSUING AGENCY: Public Education Department, hereinafter the department.
[6.69.5.1 NMAC – Rp, 6.69.5.1 NMAC, 1/18/2023]

6.69.5.2 SCOPE: Performance evaluation system requirements for librarian-teachers.
[6.69.5.2 NMAC - Rp, 6.69.5.2 NMAC, 1/18/2023]

6.69.5.3 STATUTORY AUTHORITY: Sections 9-24-8, 22-2-1, 22-2-2, and 22-10A-3 NMSA 1978.
[6.69.5.3 NMAC- Rp, 6.69.5.3 NMAC, 1/18/2023]

6.69.5.4 DURATION: Permanent.
[6.69.5.4 NMAC - Rp, 6.69.5.4 NMAC, 1/18/2023]

6.69.5.5 EFFECTIVE DATE: December 27, 2022, unless a later date is specified at the end of a section.
[6.69.5.5 NMAC - Rp, 6.69.5.5 NMAC, 1/18/2023]

6.69.5.6 OBJECTIVE: This rule establishes the requirements for a department-approved evaluation system for librarian-teachers from kindergarten through grade 12. This rule identifies the specific evaluation standards, indicators, and requirements for a competency-based evaluation system for librarian-teachers.
[6.69.5.6 NMAC - Rp, 6.69.5.6 NMAC, 1/18/2023]

6.69.5.7 DEFINITIONS:

A. “Advancement program level I – level II” or “APLI-II” means a series of five micro-credentials, aligned with the department-approved educator evaluation system, that a teacher with a level 1 license shall successfully complete and demonstrate mastery in before progressing to a level 2 license.

B. “Advancement program level II – level III” or “APLII-III” means a series of five micro-credentials, aligned with the department-approved educator evaluation system, that a teacher with a level 2 teaching license shall successfully complete and demonstrate mastery in before progressing to a level 3-A teaching license.

C. “Governing authority” means the policy-setting body of a school district, charter school, constitutional special school, regional education cooperative, or final decisionmaker of another state agency.

D. “Librarian-teacher” means a licensed teacher with a library media endorsement performing work in a public school that requires that endorsement.

E. “Micro-credential” means a competency-based process made up of several courses, each focused on a discrete skill or area aligned with the educator evaluation system.

[6.69.5.7 NMAC - Rp, 6.69.5.7 NMAC, 1/18/2023]

6.69.5.8 REQUIREMENTS:

A. Every public school librarian-teacher shall have an annual performance evaluation based on a professional development plan that meets the requirements of the department-approved evaluation system.

B. To advance from licensure level 1 to level 2 and from licensure level 2 to level 3-A, a librarian-teacher who applies for licensure shall meet the requirements of the department-approved evaluation system.

[6.69.5.8 NMAC - Rp, 6.69.5.8 NMAC, 1/18/2023]

6.69.5.9 IMPLEMENTATION OF – ANNUAL EDUCATOR EVALUATION SYSTEM:

A. Each governing authority that employs librarian-teachers shall adopt policies, guidelines, and procedures for annual librarian-teacher performance evaluation that meet the requirements of this rule. The annual evaluation plan will be combined with the evaluation plan for licensure advancement provided in Subsection A of 6.69.5.10 NMAC to form an overall system for librarian-teacher evaluation and support.

B. No later than 40 school days after the first of school of each school year, each librarian-teacher and their school principal shall establish a professional development plan for the librarian-teacher, with measurable objectives, for the coming year based on, among other things:

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- (1) the department's 11 librarian-teacher competencies and indicators for the librarian-teacher's licensure level; and
 - (2) the previous year's annual evaluation, if applicable.
- C. Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved.
- D. The school principal shall observe each librarian-teacher's program practice at least once annually to determine the librarian-teacher's ability to demonstrate state adopted competencies and indicators for each librarian-teacher's licensure level.
- E. If a level 2 or level 3-A librarian-teacher does not demonstrate essential competencies for a given school year, the school district shall provide the librarian-teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of that school year the librarian-teacher still fails to demonstrate essential competencies, a district may choose not to contract with that librarian-teacher.
- F. If a level 3-A librarian-teacher does not demonstrate essential competencies at level 3-A for a given school year, the school district shall provide the librarian-teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of the following school year the librarian-teacher still fails to demonstrate essential level 3-A competencies, the superintendent may recommend to the secretary of education that the librarian-teacher's level 3-A license be suspended until such time as the librarian-teacher demonstrates the essential competencies at level 3-A. Depending on the outcome of any due process proceeding under the Uniform Licensing Act and if the superintendent verifies that the librarian-teacher meets the standards for a level 2 license, the librarian-teacher may be issued a level 2 license during the period of level 3-A licensure suspension. A suspended level 3-A license may be reinstated by the department upon verification by a local superintendent that the librarian-teacher now demonstrates the essential competencies at level 3-A or through the process described in 6.69.5.10 NMAC. [6.69.5.9 NMAC - Rp, 6.69.5.9 NMAC, 1/18/2023]

6.69.5.10 LICENSURE ADVANCEMENT:

- A. To advance from level 1 licensure to level 2 licensure, a librarian-teacher who:
- (1) is in their first or second year of teaching during the 2022-2023 school year is eligible to participate in APLI-II;
 - (2) is in their third year of teaching during the 2022-2023 school year is eligible to participate in APLI-II or submit a professional development dossier (PDD) during the 2022-2023 or the 2023-2024 school year;
 - (3) is in their fourth year of teaching during the 2022-2023 school year:
 - (a) may participate in APLI-II, but shall be continuously enrolled in the required micro-credentials to complete APLI-II by the end of their fifth year of teaching;
 - (b) may submit a PDD during 2022-2023 school year or the 2023-2024 school year;or
 - (c) shall submit a PDD during the 2023-2024 if they fail to complete two or more micro-credentials by June 2023;
 - (4) is in their fifth year of teaching during the 2022-2023 school year shall submit a PDD.
 - (5) is in their first year of teaching during the 2023-2024 school year or thereafter shall participate in APLI-II.
- B. To advance from level 2 licensure to level 3 licensure, a teacher who:
- (1) is in their first or second year of teaching during the 2022-2023 school year is eligible to participate in APLI-II;
 - (2) is in their third year of teaching during the 2022-2023 school year is eligible to participate in APLI-II or submit a professional development dossier (PDD) during the 2022-2023 or the 2023-2024 school year;
 - (3) is in their fourth year of teaching during the 2022-2023 school year:
 - (a) may participate in APLI-II, but shall be continuously enrolled in the required micro-credentials to complete APLI-II by the end of their fifth year of teaching;
 - (b) may submit a PDD during 2022-2023 school year or the 2023-2024 school year;or
 - (c) shall submit a PDD during the 2023-2024 if they fail to complete two or more micro-credentials by June 2023;

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(4) is in their fifth year of teaching during the 2022-2023 school year shall submit a PDD.
(5) is in their first year of teaching during the 2023-2024 school year or thereafter shall participate in APLI-II.

C. The PDD shall include:

(1) evidence of competence that may be collected over multiple school years, including the year the PDD is being developed;

(2) evidence in the following format that demonstrates how the librarian-teacher meets the department's eleven librarian-teacher competencies and indicators for the level of licensure to which the librarian-teacher is advancing; evidence that demonstrates how the librarian-teacher meets competencies related to a:

(a) teaching and learning strand (competencies 1-6); and a

(b) program development and management/information access and delivery strand (competencies 7-9); and a

(c) professional learning strand (competencies 10 and 11).

(3) evidence from an evaluation strand that includes the librarian-teacher's annual evaluations from at least the two years prior to the application for advancement and the superintendent's recommendation for advancement to the next licensure level;

(4) a verification strand that includes:

(a) for a level 1 librarian-teacher advancing to level 2:

(i) verification of participation in a school district's formal mentorship program;

(ii) verification of three years of successful librarian-teaching experience at level I;

(iii) verification by the superintendent that the work product in the PDD is that of the librarian-teacher and that the data submitted is accurate.

(b) for a level 2 teacher advancing to level 3-A:

(i) verification of a post baccalaureate degree or national board professional teaching certification;

(ii) verification of a minimum three years of successful librarian-teaching experience at level 2;

(iii) verification by the superintendent that the work product in the PDD is that of the librarian-teacher and that the data submitted is accurate;

E. Evidence in the PDD competency strands:

(1) The teaching and learning strand shall include evidence of:

(a) student achievement data;

(b) assessment techniques and procedures;

(c) instructional plans and materials;

(d) examples of student work and performance; and

(e) evidence of implementation of state curriculum standards;

(2) The program development and management or information access and delivery strand shall include mandatory evidence and may include evidence as follows:

(a) the student learning strand shall include evidence of:

(i) adaptations or modification for diverse learners;

(ii) evidence of effective classroom management strategies and procedures;

(iii) classroom observation reports; and

(iv) evidence of communication with students and parents.

(b) the student learning strand may include evidence in the form of student surveys or video tapes with reflections or analysis.

(3) The professional learning strand shall include evidence of at least one of the following:

(a) professional development activities associated with the teachers annual professional development plan (PDP);

(b) evidence of collaborating with professional community;

(c) parent surveys;

(d) research publications; or

(e) professional presentations.

(4) Evidence comparable and equivalent to Paragraphs (1), (2) and (3) of Subsection E of this section may be developed through certification by the national board of professional teaching standards.

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D. Unless special accommodations are requested in writing to the department 30 days in advance of a submission, the PDD and associated fees in Subsection C of 6.60.7.8 NMAC shall be submitted electronically following procedures established by the department.

E. The PDD shall be evaluated by the superintendent of the teacher's school district and by two external reviewers, one of whom shall hold a library/media endorsement, as follows:

(1) The superintendent will complete the verification and evaluation strands in order to make his recommendation for licensure advancement and the two external reviewers will rate the three competency strands as "exceeds standards," "meets standards" or "does not meet standards to make their recommendations for licensure advancement."

(2) Each one of the three competency strands of a librarian-teacher's PDD reviewed by the independent reviewers must be rated as either "exceeds standards" or "meets standards" and each one of the strands completed by the superintendent must be verified and have a positive recommendation for the librarian-teacher to advance to the next higher level of licensure.

(3) The superintendent and the reviewers will submit the PDD to the department or its contractor with their ratings.

(4) The department will evaluate the ratings of the superintendent and the external reviewers and approve or deny the teacher's application for licensure advancement.

(a) If one of the external reviewers rates one of the competency strands of the PDD as "exceeds standards" and the other external reviewer rates the same strand as "meets standards", the strand will be deemed passed.

(b) If one of the external reviewers rates one of the competency strands of the PDD as "does not meet standards" and the other rates the same strand as "exceeds standards", the finding will be that the candidate "meets standards" and the strand will be deemed passed.

(c) If one of the external reviewers rates one of the competency strands of the PDD as "does not meet standards" and the other rates the same strand as "meets standards," a third reviewer will resolve the discrepancy in order to determine if the strand will be passed.

(d) If both of the external reviewers rate the competency strand(s) of PDD the same, that rating will be their finding. If, however, both of the external reviewers rate the competency strand(s) of the PDD as "does not meet standards," a third trainer or reviewer may review the strand(s) to confirm or reject their ratings.

F. A candidate for licensure advancement who is not successful in the PDD may continue to submit a new PDD.

G. If a candidate for licensure advancement meets or exceeds standards in one or some of the strands, but not in all of them, the librarian-teacher's score(s) of "meets standards" or "exceeds standards" may be retained for a period of two calendar years. Any resubmission of a PDD during that two-year period need only address those strands rated "does not meet standards" to determine a final passing score for all strands for licensure advancement. [6.69.5.10 NMAC - Rp, 6.69.5.10 NMAC, 1/18/2023]

6.69.5.11 NEW MEXICO LIBRARIAN-TEACHER COMPETENCIES AND INDICATORS FOR LICENSURE LEVELS 1, 2, 3:

A. New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified librarian-teacher to address the learning needs of all of New Mexico's students, including those who learn differently because of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico librarian-teacher competencies for licensure levels I, II, and III assessment criteria indicators.

B. The high objective statewide standard of evaluation for librarian-teachers shall include the following standards and indicators as part of the evaluation criteria for level I librarian-teachers.

(1) The librarian-teacher demonstrates knowledge of the library content area and established curriculum by:

(a) utilizing and enhancing established library curriculum;

(b) giving clear explanations relating to lesson content and procedure;

(c) communicating accurately in the library content area; and

(d) articulating to students the interrelatedness of content areas.

(2) The librarian-teacher appropriately utilizes a variety of teaching methods by:

(a) providing opportunities for students to work independently, in small groups and

in large groups;

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- (b) using a variety of teaching methods, such as demonstrations, lecture, student-initiated work, group work, questioning, and independent practice;
 - (c) using a variety of resources, such as print and non-print materials, manipulatives, on-line resources, and technology;
 - (d) providing opportunities for students to apply, practice, and demonstrate knowledge and skills; and
 - (e) implementing necessary modifications and adaptations in instruction and library curriculum so that students with disabilities have access in the least restrictive environment.
- (3) The librarian-teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding by:
 - (a) explaining or demonstrating the relevance of topics and activities;
 - (b) communicating to students the instructional intent, directions or plan;
 - (c) establishing and stating expectations for student performance; and
 - (d) clarifying actions, directions, and explanations when students do not understand.
- (4) The librarian-teacher effectively utilizes student assessment techniques and procedures by:
 - (a) soliciting communication from students about their learning;
 - (b) using a variety of strategies in instructional planning using ongoing assessment;
 - (c) documenting observations of student learning using tools, such as anecdotal records, consultations with teachers or logs.
- (5) The librarian-teacher comprehends the principles of student growth, development and learning, and applies them appropriately by:
 - (a) instructing students in the use of cognitive thinking skills, such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making;
 - (b) using teaching techniques that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds; and
 - (c) using materials and media that address student learning levels, rates, styles, and special needs, as well as diverse interests and backgrounds.
- (6) The librarian-teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept by:
 - (a) demonstrating sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities, and from culturally and linguistically diverse backgrounds, including Native Americans, Hispanic Americans, African Americans, Asian Americans, and other recent immigrant groups;
 - (b) understanding how students differ in their approaches to learning and adjusts instruction to meet diverse needs;
 - (c) providing opportunities for each student to succeed;
 - (d) providing students with opportunities that promote creativity as well as critical and divergent thinking;
 - (e) providing opportunities for students to be responsible for their own behavior and learning;
 - (f) promoting positive student/teacher relationships; and
 - (g) encouraging high expectations for all students.
- (7) The librarian-teacher models and promotes collaborative planning by:
 - (a) participating in informal collaborative curriculum planning with the teaching staff;
 - (b) collaborating with teaching staff to identify student information needs; and
 - (c) identifying potential areas of collaborative opportunities to design authentic learning tasks and informal assessments.
- (8) The librarian-teacher organizes and manages the library in accordance with established written policies and procedures by:
 - (a) organizing the library to meet patron needs;
 - (b) selecting resources that support instructional priorities as well as recreational and informational needs of the patrons;

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(c) applying collection development techniques including needs analysis, evaluation, selection, and deselection of resources.

(d) assessing collection annually based on currency, size, and balance;

(e) maintaining inventory of library resources;

(f) evaluating and adjusting library program and services;

(g) promoting effective use of the library and its services.

(9) The librarian-teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment:

(a) serving as a model for constructive behavior patterns;

(b) establishing and stating expectations for student behavior in the library;

(c) making transitions in instruction effectively;

(d) preparing and arranging instructional material in advance for easy student

accessibility;

(e) implementing a classroom management system that promotes acceptable and

appropriate student behavior; and

(f) identifying hazards, assessing risks, and taking appropriate action.

(10) The librarian-teacher demonstrates a willingness to examine and implement change, as appropriate, by:

(a) seeking professional development opportunities to identify relevant strategies in education and librarianship to improve the quality of learning; and

(b) participating in instructional improvement and school reform initiatives.

(11) The librarian-teacher works productively with colleagues, parents, and community members by:

(a) actively promoting collegial relations with other school personnel;

(b) inviting parents and community to the library;

(c) communicating in a professional manner with colleagues, parents, and

community members.

C. The high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level II librarian-teachers.

(1) The librarian-teacher demonstrates knowledge of the library content area and established curriculum.

(a) enhancing and extending established library curriculum;

(b) giving clear explanations relating to lesson content and procedure;

(c) communicating accurately in the library content area; and

(d) demonstrating the interrelatedness of content areas.

(2) The librarian-teacher appropriately utilizes a variety of teaching methods by:

(a) designing appropriate opportunities for students to work independently, in small groups and in large groups;

(b) selecting from a variety of teaching methods such as demonstrations, lecture, student-initiated work, group work, questioning, and independent practice for specific instructional goals and purposes;

(c) integrating into instruction a variety of resources such as print and non-print materials, manipulatives, on-line resources, and technology;

(d) demonstrating understanding and appropriate application of learning styles, modalities, and intelligence theories; and

(e) designing and implementing necessary modifications and adaptations in instruction and library curriculum so that students with disabilities have access in the least restrictive environment.

(3) The librarian-teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding by:

(a) explaining, demonstrating, or communicating the relevance of topics and activities;

(b) consistently communicating to students the instructional intent, directions, or plan;

(c) establishing and stating expectations for student performance;

(d) presenting directions and explanations in a variety of ways to ensure student understanding.

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- (4) The librarian-teacher effectively utilizes student assessment techniques and procedures by:
- (a) communicating with students about their learning;
 - (b) selecting appropriate strategies for specific learning outcomes and adjusts instruction using ongoing assessment; and
 - (c) documenting observations of student learning using tools, such as anecdotal records, consultations with teachers or logs.
- (5) The librarian-teacher comprehends the principles of student growth, development, and learning, and applies them appropriately by:
- (a) integrating into instruction cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making;
 - (b) adapting teaching techniques that address student learning levels, rates, styles and special needs, as well as diverse interests and backgrounds;
 - (c) adapting materials and media that address student learning levels, rates, styles and special needs, as well as diverse interests and backgrounds.
- (6) The librarian-teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept by:
- (a) acknowledging and validating the ideas, learning needs, interests, and feelings of students with disabilities, and from culturally and linguistically diverse backgrounds, including Native Americans, Hispanic Americans, African Americans, Asian Americans, and other recent immigrant groups;
 - (b) demonstrating an awareness of the influences of context, disability, language and culture on students learning;
 - (c) designing opportunities for each student to succeed based on individual learning needs;
 - (d) designing learning experiences that promote creativity as well as critical and divergent thinking;
 - (e) designing opportunities that require and reinforce student responsibility for their own behavior and learning;
 - (f) developing students' self-esteem, motivation, character, and sense of civic responsibility; and
 - (g) establishing and communicating high expectations for all students.
- (7) The librarian-teacher models and promotes collaborative planning:
- (a) participating in informal or formal collaborative curriculum planning with teaching staff;
 - (b) collaborating with teaching staff to identify student information needs; and
 - (c) promoting collaborative opportunities to design authentic learning tasks and informal assessments.
- (8) The librarian-teacher organizes and manages the library in accordance with established written policies and procedures by:
- (a) adjusting the organization of the library according to observation of patron needs;
 - (b) soliciting patron input to select resources that support instructional priorities as well as recreational and informational needs of patrons;
 - (c) applying collection development techniques including needs analysis, evaluation, selection, and deselection of resources;
 - (d) assessing the collection annually based on currency, size, and balance and develops a collection development plan;
 - (e) conducting regular periodic inventories and analyzing inventory reports;
 - (f) seeking input from learning community on perceived needs for library improvement and adjusts library program and services accordingly; and
 - (g) developing library awareness through promotional materials.
- (9) The librarian-teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment by:
- (a) identifying, explaining, and modeling constructive behavior patterns;
 - (b) establishing and reinforcing expectations for student behavior in the library;
 - (c) making transitions in instruction effectively;

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- accessibility;
- (d) preparing and arranging instructional material in advance for easy student
 - (e) implementing a classroom management system that promotes acceptable and appropriate student behavior; and
 - (f) identifying hazards, assessing risks, and taking appropriate action.
- (10) The librarian-teacher demonstrates a willingness to examine and implement change, as appropriate by:
- (a) using professional development opportunities to identify relevant strategies in education and librarianship to improve the quality of learning; and
 - (b) contributing to instructional improvement and school reform initiatives.
- (11) The librarian-teacher works productively with colleagues, parents, and community members by:
- (a) collaborating with colleagues;
 - (b) promoting active roles for parents and community members in the library;
 - (c) providing a system for interactive communication in a professional manner with colleagues, parents, and community members.
- D.** The department-approved educator evaluation system shall include the following standards and indicators as part of the evaluation criteria for level 3 librarian-teachers.
- (1) The librarian-teacher demonstrates knowledge of the library content area and established curriculum by:
- (a) contributing to the refinement and development of the library curriculum;
 - (b) providing clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject;
 - (c) communicating accurately in the library content area and creating multiple paths to the subject matter; and
 - (d) integrating other content areas and the library curriculum.
- (2) The librarian-teacher appropriately utilizes a variety of teaching methods by:
- (a) engaging students in activities designed for small groups, large groups, and independent work;
 - (b) demonstrating effective selection and using of a variety of teaching methods to make information accessible to all students;
 - (c) demonstrating effective integration of a variety of resources into instruction, such as print and non-print materials, manipulatives, on-line resources, and technology;
 - (d) designing opportunities for students to apply, practice, and demonstrate knowledge and skills based on learning modalities, style preferences, and intelligences; and
 - (e) engaging with colleagues to implement necessary modifications and adaptations in instruction and library curriculum so that students with disabilities have access in the least restrictive environment.
- (3) The librarian-teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding by:
- (a) engaging students in explaining or demonstrating the relevance of topics and activities;
 - (b) engaging students in instructional directions and plans using techniques such as query, survey, or instructional choice;
 - (c) establishing and stating expectations for student performance; and
 - (d) presenting directions and explanations in a variety of ways to ensure student understanding.
- (4) The librarian-teacher effectively utilizes student assessment techniques and procedures by:
- (a) involving students in the analysis and evaluation of their learning;
 - (b) designing appropriate strategies for specific learning outcomes and adjusts instruction using ongoing assessment;
 - (c) documenting observations of student learning using tools, such as anecdotal records, consultations with teachers and logs.
- (5) The librarian-teacher comprehends the principles of student growth, development, and learning, and applies them appropriately by:

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- (a) consistently integrating into instruction cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making;
 - (b) integrating into instruction the most effective techniques that address student learning levels, rates, styles and special needs, as well as diverse interests and backgrounds;
 - (c) integrating into instruction materials and media that address student learning levels, rates, styles and special needs, as well as diverse interests and backgrounds.
- (6) The librarian-teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept by:
 - (a) acknowledging and integrating the ideas, learning needs, interests, and feelings of students with disabilities, and from culturally and linguistically diverse backgrounds, including Native Americans, Hispanic Americans, African Americans, Asian Americans, and other recent immigrant groups;
 - (b) creating an environment that encourages the awareness of the influences of context, disability, language, and culture on student learning;
 - (c) providing accommodations and interventions that allow each student to succeed based on individual learning needs;
 - (d) engaging students in learning experiences that promote creativity as well as critical and divergent thinking;
 - (e) designing opportunities that require and reinforce student responsibility for their behavior and learning;
 - (f) fostering the development of respect for individual, cultural, linguistic, ability, and religious differences; and
 - (g) assisting students in setting high standards for their performance.
- (7) The librarian-teacher models and promotes collaborative planning by:
 - (a) participating in formal collaborative curriculum planning with the teaching staff;
 - (b) collaborating with the teaching staff to identify student information needs; and
 - (c) collaborating in designing authentic learning tasks and informal assessments.
- (8) The librarian-teacher organizes and manages the library in accordance with established written policies and procedures by:
 - (a) planning for long-range improvements of library organization based on evaluation of patron needs, using indicators such as usage patterns, traffic flow and circulation;
 - (b) forming and leading library advisory committee to assist in the selection of resources that support instructional priorities as well as recreational and informational needs of patrons;
 - (c) applying collection development techniques, including needs analysis, evaluation, selection and deselection of resources;
 - (d) assessing the collection annually based on currency, size, and balance and develops a long-range collection development plan;
 - (e) using analysis of inventory reports as a component of collection development;
 - (f) responding effectively to learning community needs for library program and services; and
 - (g) analyzing and revising promotional materials for effectiveness and currency.
- (9) The librarian-teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment by:
 - (a) integrating the teaching of constructive, pro-social behaviors into regular instruction;
 - (b) engaging students in establishing expectations for building a learning community in the library;
 - (c) making transitions in instruction effectively;
 - (d) preparing and arranging instructional material in advance for easy student accessibility;
 - (e) implementing a classroom management system that promotes acceptable and appropriate student behavior; and
 - (f) identifying hazards, assessing risks, and taking appropriate action.
- (10) The librarian-teacher demonstrates a willingness to examine and implement change, as appropriate, by:
 - (a) contributing to the professional community by sharing relevant strategies in education and librarianship; and

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(b) assuming a leadership role in the study and implementation of instructional improvement and school reform initiatives.

(11) The librarian-teacher works productivity with colleagues, parents, and community members by:

(a) serving as a role model for collaborative working relations across the profession;

(b) promoting active roles for parents and community members in the library; and

(c) providing a system for interactive communication in a professional manner with

colleagues, parents, and community members.

E. A school district may select or develop additional standards and indicators determined appropriate by the local school district to complete the local librarian-teacher performance evaluation system.

F. Each school district shall provide training in evaluation of performance, program observation techniques, conference skills, and growth planning to all librarian-teacher and personnel assigned performance evaluation duties.

G. A librarian-teacher whose leadership roles are primarily outside of the library will be evaluated on their ability to lead other librarian-teachers in meeting the competencies and indicators in their level of licensure. [6.69.5.11 NMAC - Rp, 6.69.5.11 NMAC, 1/18/2023]

HISTORY OF 6.69.5 NMAC:

HISTORY OF REPEALED MATERIAL:

6.69.3.10 NMAC, Evaluation of Library/Media Specialist Performance, Filed 6/01/2001 - Repealed 10/17/2005