School Librarian Competencies based on the PSELs  
April, 2017

The Professional Standards for Educational Leaders (PSELs) were developed by the National Policy Board for Educational Administration (NPBEA) and modified by Susan D. Ballard for use in a competency-based approach to school librarian preparation. When the PSELs were crosswalked with the current AASL Standards for the Preparation of School Librarians, a gap analysis indicated the need to include an additional competency of literacy and reading, crucial in a strong school library preparation program. The School Librarian Team of the Todaro Initiative adapted the resulting competencies to provide a rubric of competencies and supporting resources in the eleven identified areas. This will allow building-level school librarians to increase their professionalism through personal growth becoming the experts in the library that is the focus of President Todaro’s initiative.

1. **Mission, Vision and Core Values** - Effective School Library leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic and/or professional success and well-being of each learner.

2. **Ethical Principles and Professional Norms** – Effective School Library leaders act ethically and according to professional norms to promote each learner’s academic success and well-being and/or practitioners’ professional success.

3. **Equity and Cultural and Linguistic Responsiveness** - Effective School Library leaders strive for equity and inclusivity of educational opportunity, and culturally and linguistically responsive practices to promote each learner’s academic and/or professional success and well-being.

4. **Curriculum, Instruction and Assessment** - Effective School Library leaders design, deliver and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each learner’s academic and/or professional success and well-being.

5. **Community of Care and Support for Students** - Effective School Library Leaders cultivate an inclusive caring and supportive school community that promotes each learner’s academic and/or professional success, personal interests and well-being.
6. Professional Capacity of School Personnel - Effective School Library leaders develop their personal professional capacity and practice to best support other school personnel in order to promote each learner’s academic and/or professional success and well-being.

7. Professional Community for Teachers and Staff - Effective School Library leaders foster development of a professional community of teachers and other professional staff to promote each learner’s academic and/or professional success and well-being.

8. Meaningful Engagement of Families and Community - Effective School Library leaders engage families and the community in meaningful, reciprocal, and mutually AASL/PSEL Competencies January, 2017 beneficial ways to promote each learner’s academic and/or professional success and well-being.

9. Operations and Management - Effective School Library leaders manage resources and operations to promote each learner’s academic and/or professional success and well-being by creating an inviting environment, providing a flexible program, developing the collection, curating and organizing the resources, integrating digital and technology access, managing appropriate funding and encouraging critical thinking to create a community of lifelong learners.

10. School Improvement - Effective School Library leaders act as agents of continuous improvement to promote each learner’s academic and/or professional success and well-being.

11. Literacy and Reading – Effective School Library leaders promote reading for learning, personal growth, and enjoyment (and) are aware of major trends in children’s and young adult literature. They select reading materials in multiple formats to support reading for information, pleasure, and lifelong learning. They use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers. Literacy takes many forms (EX: digital, information, cultural, etc.) that all rely on the foundational literacy of reading.