

FRAMEWORK FOR LIBRARY MEDIA SPECIALISTS - EVALUATION

This rubric for the teacher evaluation was updated and will be used beginning the 2015-16 school year.

Domain I: Planning and Preparation

Component 1a: Demonstrating Knowledge of Current Teaching Strategies and Practices in the Field of Library Science

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> • <i>Content Standards</i> • <i>Prerequisite Relationships</i> • <i>Content--Related Pedagogy</i> • <i>Literature and Technology</i> 	<p>Library Media Specialist demonstrates incorrect or no knowledge of relevant content standards. Library Media Specialist demonstrates little understanding of prerequisite knowledge important to student learning of the content/skills. Library Media Specialist's plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content/skills being taught. Library Media Specialist's plans do not demonstrate knowledge of literature and the integration of educational and library technology.</p>	<p>Library Media Specialist demonstrates limited knowledge of relevant content standards. Library Media Specialist demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete. Library Media Specialist's plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught. Library Media Specialist's plans demonstrate limited knowledge of literature and the integration of educational and library technology.</p>	<p>Library Media Specialist demonstrates comprehensive knowledge of relevant content standards. Library Media Specialist demonstrates accurate understanding of prerequisite learning and relationships among topics and concepts. Library Media Specialist's plans reflect a range of effective pedagogical approaches suitable to student learning of the content/skills being taught. Library Media Specialist's plans demonstrate knowledge of literature and the integration of educational and library technology.</p>	<p>Library Media Specialist demonstrates extensive knowledge of relevant content standards, within the grade level and across grade levels, as well as how these standards relate to other disciplines. Library Media Specialist demonstrates deep understanding of prerequisite learning and relationships among topics and concepts. Teacher--- librarian's plans include a range of effective pedagogical approaches suitable to student learning of the content/skills being taught and anticipate student misconceptions. Library Media Specialist's plans demonstrate knowledge of literature and the integration of educational and library technology.</p>

Comments:

Component 1b: Demonstrating Knowledge of Students and School--Wide Curriculum

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p><i>Knowledge of:</i></p> <ul style="list-style-type: none"> • <i>Child and Adolescent Development</i> • <i>School--Wide Curriculum</i> • <i>The Learning Process</i> 	<p>Library Media Specialist demonstrates incorrect or no understanding of how students learn and does not attain information about</p>	<p>Library Media Specialist demonstrates generally accurate knowledge of how students learn and attains information about levels of</p>	<p>Library Media Specialist demonstrates comprehensive knowledge of the active nature of student learning and attains</p>	<p>Library Media Specialist demonstrates extensive knowledge of the active nature of student learning and attains information</p>

<ul style="list-style-type: none"> • <i>Students' Backgrounds</i> <i>Knowledge informs:</i> • <i>Collection Development</i> • <i>Student Support</i> 	<p>levels of development of the class. Teacher--librarian is uninformed about the school--wide curriculum. Teacher--librarian does not gather information about students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs, and does not indicate that such knowledge informs the Library Media Specialist's practice. The library program does not include collection development of print and/or digital resources, support for student research, inquiry--based learning, and/or support for student self--selected recreational reading and/or this work is not driven by knowledge of students' and curricular needs.</p>	<p>development for the class as a whole. Library Media Specialist has limited knowledge of the school--wide curriculum. Library Media Specialist gathers some information about students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs. The library program includes minimal collection development of print and digital resources, support for student research, inquiry--based learning, and support for student self--selected recreational reading; this work is driven by the Library Media Specialist's knowledge of school--wide students' and curricular needs.</p>	<p>information about levels of development for groups of students. Library Media Specialist has solid knowledge of the school--wide curriculum. Teacher--librarian purposefully gathers information from several sources about most students' backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs. The library program includes ongoing collection development of print and digital resources, support for student research, inquiry--based learning, and support for student self-- selected recreational reading; this work is driven by the Library Media Specialist's comprehensive knowledge of groups of students' and curricular needs.</p>	<p>about levels of development for individual students. Library Media Specialist has solid knowledge of the school--wide curriculum, and there is evidence of its integration in his/her library program. Library Media Specialist purposefully and continually gathers information from several sources about individual students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, special needs, and multiple intelligences. The library program extensively integrates collection development of print and digital resources, support for student research, inquiry--based learning, and support for student self--selected recreational reading; this work is driven by the Library Media Specialist's extensive knowledge of individual students' and curricular needs.</p>
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Comments:

Component 1c: Selecting Learning Objectives

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Clarity of Objectives</i> • <i>Balance of Objectives</i> • <i>Integration of Library Skills in Objectives</i> 	<p>Learning objectives are not standards-- based, are unclear, or are stated as activities, rather than as student learning outcomes. Objectives reflect only one type of learning and/or only one discipline; Library Media Specialist does not effectively integrate</p>	<p>Learning objectives are partially standards-- based, clear, and written in the form of student learning outcomes. Objectives reflect more than one type of learning, but Library Media Specialist has inconsistent coordination across</p>	<p>Learning objectives are standards-- based, clear, and written in the form of student learning outcomes. Objectives reflect several different types of learning, coordination across disciplines and effective integration of literacy, research,</p>	<p>Learning objectives are standards-- based, clear, and written in the form of student learning outcomes. Objectives reflect several different types of learning and provide multiple opportunities for coordination and integration across the disciplines. Library</p>

literacy, research, information literacy, and technology skills.	disciplines and inconsistent integration of literacy, research, information literacy, and technology skills.	information literacy, and technology skills.	Media Specialist seamlessly and effectively integrates literacy, research, information literacy, and technology skills.
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Comments:

Component 1d: Designing Coherent Instruction

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p><i>Design incorporates:</i></p> <ul style="list-style-type: none"> • <i>Knowledge of Students and Their Needs</i> • <i>Learning Tasks</i> • <i>Library Materials and Resources</i> • <i>Collaboration with Classroom Teachers</i> 	<p>Library Media Specialist does not coordinate knowledge of content, students, and resources to design units and lessons. Learning tasks are not aligned to objectives, not cognitively challenging and do not require students to provide evidence of their reasoning. There is no evidence of scaffolding and differentiation for students to access the content/skills. Library Media Specialist integrates few library materials and resources that engage students in literacy and related tasks according to students' needs. Library Media Specialist does not collaborate with classroom teachers in the design of instructional lessons and units.</p>	<p>Library Media Specialist attempts to integrate literacy, research, information literacy, and/or technology skills, with limited success. Library Media Specialist coordinates some knowledge of content, students, and resources to design units and lessons. Learning tasks are partially aligned to objectives, cognitively challenging, designed for the class as a whole, and occasionally require students to provide evidence of their reasoning. Library Media Specialist integrates some library materials and resources that engage students in literacy and related tasks according to students' needs. Library Media Specialist is receptive to collaboration with classroom teachers in the design of instructional lessons and units when specifically asked to do so.</p>	<p>Library Media Specialist coordinates knowledge of content, students, and resources to design units and lessons. Learning tasks are aligned to objectives, cognitively challenging, designed for groups of students, and require students to provide evidence of their reasoning. Library Media Specialist effectively integrates library materials and resources that engage students in literacy and related tasks according to students' needs. Library Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.</p>	<p>Library Media Specialist coordinates in-depth knowledge of content, students, and resources to design units and lessons. Learning tasks are aligned to objectives, cognitively challenging for individual students and require students to provide evidence of their reasoning. Library Media Specialist extensively integrates library materials and resources that engage students in literacy and related tasks according to students' needs. Library Media Specialist collaborates with classroom teachers in the design of instructional lessons and units, locating additional resources, and creating appropriate related web pages or online materials to support instruction.</p>

Comments:

Component 1e: Developing a Coherent Library Program

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
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<ul style="list-style-type: none"> • <i>Goals for the Library Program</i> • <i>Evidence--Based Evaluation Plan</i> • <i>Criteria for Evaluation</i> 	<p>Library Media Specialist's short-- and long-- range goals for the library program are not suitable. Library Media Specialist has no plan to evaluate the program, or resists suggestions that such an evaluation is important.</p>	<p>Library Media Specialist's short-- and long-- range goals for the library program are unclear or partially suitable. Teacher-- librarian has a rudimentary plan to evaluate the library program, which is not based around clear goals and/or does not include the collection of evidence to indicate the degree to which the goals have been met. The plan fails to incorporate evaluation of instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the total school program.</p>	<p>Library Media Specialist's short-- and long-- range goals for the library program are clear and appropriate. Teacher-- librarian's plan to evaluate the library program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. The plan incorporates general criteria and standards of evaluation for instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the total school program.</p>	<p>Library Media Specialist's short-- and long-- range goals for the library program are clear and appropriate, and are based on input from a variety of stakeholders. Library Media Specialist's plan to evaluate the library program is highly sophisticated, with comprehensive sources of evidence, and a clear path toward improving the library program on an ongoing basis. Library Media Specialist seeks the input of stakeholders, such as an advisory committee, to improve the program based on the evidence gathered. The plan incorporates specific criteria and standards of evaluation for instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the total school program.</p>
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Comments:

Component 1f: Designing Student Assessment

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p><i>In self--contained, graded library settings:</i></p> <ul style="list-style-type: none"> • <i>Congruence with Standards--Based Learning Objectives</i> • <i>Incorporation of Library Skills</i> • <i>Levels of Performance and Standards</i> • <i>Design of Formative Assessments</i> • <i>Use for Planning</i> 	<p>In self--contained, graded library settings, the plan for student assessment is not aligned to standards--based learning objectives identified for the unit and/or lesson and does not incorporate related information literacy and technology skills. Assessments contain no criteria or</p>	<p>In self--contained, graded library settings, the plan for student assessment is partially aligned to standards--based learning objectives identified for the unit and/or lesson and has limited incorporation of related information literacy and technology skills. Assessments do not clearly identify and/or</p>	<p>In self--contained, graded library settings, the plan for student assessment is aligned to standards-- based learning objectives identified for the unit and/or lesson and incorporates related information literacy and technology skills. Assessments clearly identify and describe student expectations</p>	<p>In self--contained, graded library settings, the plan for student assessment is aligned to standards-- based learning multi-- disciplinary objectives identified for the unit and /or lesson and incorporates real-- world application of information literacy and technology skills. Assessment criteria</p>

<p><i>In open, non--graded library settings:</i></p> <ul style="list-style-type: none"> • <i>Collaboration with the Classroom Teacher</i> • <i>Congruence with Standards--Based Learning Objectives</i> • <i>Incorporation of Library Skills</i> 	<p>descriptors aligned to student expectations. Teacher-- librarian does not select or design formative assessments that measure student learning and/or growth. Library Media Specialist does not use prior assessment results to design units and lessons.</p>	<p>describe student expectations. Library Media Specialist selects or designs formative assessments that measure only part of student learning or growth. Library Media Specialist uses prior assessment results to design units and lessons that target the class as a whole.</p>	<p>and provide descriptors. Teacher-- librarian selects and designs formative assessments that accurately measure student learning and/or growth. Library Media Specialist uses prior assessment results to design units and lessons that target groups of students.</p>	<p>are thorough, describe high expectations for students, and provide clear descriptors. Library Media Specialist's formative assessments are complex, well designed or selected, and tailored for individual students, when necessary, in order to measure varying degrees of each student's learning and growth effectively. Library Media Specialist uses assessment results to design units and lessons that target the diverse needs of every student.</p> <p>In open, non--graded library settings, the Library Media Specialist collaborates frequently with the classroom teacher to plan student assessment that is aligned to standards--based learning objectives identified in the related classroom instruction, incorporating related information literacy and technology skills.</p>
	<p>In open, non--graded library settings, the Library Media Specialist does not collaborate with the classroom teacher to plan student assessment that is aligned to standards--based learning objectives identified in the related classroom instruction, and does not incorporate related information literacy and technology skills.</p>	<p>In open, non--graded library settings, the Library Media Specialist occasionally collaborates with the classroom teacher to plan student assessment that is aligned to standards--based learning objectives identified in the related classroom instruction, and incorporates a limited amount of related information literacy and technology skills.</p>	<p>In open, non--graded library settings, the Library Media Specialist collaborates with the classroom teacher to plan student assessment that is aligned to standards--based learning objectives identified in the related classroom instruction, incorporating related information literacy and technology skills.</p>	

Comments:

Domain II: The Environment

Component 2a: Creating an Environment of Respect and Rapport

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Library Media Specialist Interactions with Students</i> • <i>Student Interactions with Other Students</i> 	<p>Patterns of classroom interactions, both between the Library Media Specialist and students, and among students, are mostly negative and disrespectful. Interactions are consistently insensitive</p>	<p>Patterns of classroom interactions, both between the Library Media Specialist and students, are generally respectful but may reflect occasional inconsistencies or instances of</p>	<p>Patterns of interactions, both between the Library Media Specialist and students, are friendly and demonstrate caring and respect. Interactions among students are generally</p>	<p>Patterns of interactions, both between the Library Media Specialist and students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high</p>

and/or inappropriate to the ages and development of the students, and the context of the class. The net result of interactions has a negative impact on students emotionally and/or academically.	disrespect. Some interactions are insensitive and/or inappropriate to the ages and development of the students, and the context of the class. The net result of the interactions has a neutral impact on students emotionally and/or academically.	polite and respectful. Interactions are sensitive and appropriate to the ages and development of the students, and to the context of the class. The net result of the interactions has a positive impact on students emotionally and academically.	levels of civility among all students in the library. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.
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Comments:

Component 2b: Establishing a Culture of Investigation and an Appreciation of Learning and Literature

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Importance of Seeking Information and Reading Literature</i> • <i>Student Persistence</i> • <i>Expectations for Learning</i> • <i>Student Ownership of Learning</i> 	<p>Library Media Specialist negatively conveys the importance of information and reading literature in interactions with students and colleagues and may state the work is not worth the time and energy required. The Library Media Specialist does not convey that practice or perseverance is expected or that it results in student success. The Library Media Specialist's expectations for student learning are medium to low, with high expectations reserved for only a few students. Students do not show interest in task completion or quality.</p>	<p>Library Media Specialist inconsistently conveys the importance of information and reading literature in interactions with students and colleagues. The Library Media Specialist conveys that student success is the result of natural or innate ability rather than practice and perseverance. Library Media Specialist conveys high learning expectations for some students. Students indicate that they are interested in completion, rather than quality, of a task.</p>	<p>Library Media Specialist consistently conveys the importance of information and reading literature in interactions with both students and colleagues. Teacher--librarian fosters a culture in which student interactions indicate learning and hard work. Library Media Specialist conveys high learning expectations for all students. Students take some responsibility for their learning by indicating that they want to understand the content or master the skill rather than simply complete a task.</p>	<p>Library Media Specialist conveys the essential nature of information and reading literature in interactions with both students and colleagues. Student actions demonstrate that seeking information and/or reading literature are important to them. The teacher--librarian conveys high learning expectations for all students and develops structures that enable practice and perseverance for each individual student. Students assume responsibility for high--quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.</p>

Comments:

Component 2c: Establishing and Maintaining Library Procedures

<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
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<ul style="list-style-type: none"> • <i>Management of Instructional Groups</i> • <i>Management of Transitions</i> • <i>Management of Materials and Supplies</i> • <i>Performance of Library Routines</i> • <i>Utilization of Online Integrated Library System</i> 	<p>Ineffective library routines and procedures lead to loss of extensive instructional time. The teacher-- librarian's management of instructional groupings, transitions, the handling of materials and supplies, and/or performance of non--instructional duties is ineffective, leading to consistent disruption of learning. There is no guidance or prompting for students to follow established library routines or routines have not been established. When available, Library Media Specialist fails to utilize an online integrated library system.</p>	<p>Partially effective library routines and procedures lead to loss of some instructional time. The teacher-- librarian's management of instructional groupings, transitions, the handling of materials and supplies, and/or performance of non--instructional duties is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established library routines. When available, Library Media Specialist inconsistently utilizes an online integrated library system.</p>	<p>Effective library routines and procedures lead to minimal loss of instructional time. The teacher-- librarian's management of instructional groupings, transitions, the handling of materials and supplies, and/or performance of non--instructional duties is consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established library routines. When available, Library Media Specialist consistently utilizes an online integrated library system.</p>	<p>Highly effective library routines and procedures maximize instructional time. The Library Media Specialist orchestrates the environment so that students contribute to the management of instructional groupings, transitions, the handling of materials and supplies, and/or performance of non--instructional duties without disruption of learning. Students follow library routines without the Library Media Specialist's prompting. When available, teacher-- librarian demonstrates mastery and is a support to others in using the online integrated library system.</p>
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Comments:

Component 2d: Managing Student Behavior

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Expectations and Norms</i> • <i>Monitoring of Student Behavior</i> • <i>Fostering Positive Student Behavior</i> • <i>Response to Student Behavior</i> 	<p>Library Media Specialist has not established standards of conduct. Library Media Specialist engages in little to no monitoring of student behavior. Library Media Specialist does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. Library Media Specialist does not respond to students' inappropriate behavior, or the response is negative, repressive, and/or disrespectful.</p>	<p>Library Media Specialist has established standards of conduct, but there is inconsistent implementation so some students challenge the standards of conduct. Library Media Specialist attempts, with uneven results, to monitor student behavior. Library Media Specialist inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Library Media Specialist's response to students'</p>	<p>Library Media Specialist has established standards of conduct with consistent implementation so most students follow the standards of conduct most of the time. Library Media Specialist monitors student behavior against established standards of conduct. Library Media Specialist consistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Library Media Specialist's response to inappropriate</p>	<p>Library Media Specialist and students establish and implement standards of conduct. Students follow the standards of conduct and self--monitor their behaviors. Library Media Specialist's monitoring of student behavior is subtle and preventive. Library Media Specialist and students use positive framing to model and reinforce positive behavior for individual students. Library Media Specialist's response to students' inappropriate behavior is sensitive to individual student</p>

	inappropriate behavior is inconsistent and is sometimes disrespectful.	behavior is consistent, proportionate, respectful to students, and effective.	needs and respects students' dignity.
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Comments:

Component 2e: Physical Space

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Safety and Accessibility</i> • <i>Arrangement of Furniture and Use of Physical Resources</i> 	The library is unsafe, or learning is not accessible to some students. The furniture arrangement hinders the learning activities, or the library media specialist makes poor use of physical resources.	The library is safe, and at least essential learning is accessible to most students. The Library Media Specialist uses physical resources adequately. The furniture may be adjusted for a lesson but with limited effectiveness.	The library is safe, and learning is equally accessible to all students. The Library Media Specialist uses physical resources skillfully, and the furniture arrangement is a resource for learning.	The library is safe and students themselves ensure that all learning is equally accessible to all students. Both the library media specialist and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Comments:

Domain III: Instruction

Component 3a: Communicating with Students

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Standards--Based Learning Objectives</i> • <i>Directions for Activities</i> • <i>Content Delivery and Clarity</i> • <i>Use of Oral and Written Language</i> 	Library Media Specialist neither clearly communicates standards--based learning objective(s) to students nor addresses their relevance to learning. Library Media Specialist's directions and procedures are confusing to students. Library Media Specialist's explanation of content is unclear or inaccurate; explanations do not connect with students' knowledge and experience. Library Media Specialist's spoken and written language is unclear and/or incorrect. Vocabulary is incorrect, or inappropriate for the students' ages and levels of development,	Library Media Specialist inconsistently communicates the standards--based learning objective(s) to students or their relevance to learning. Teacher-- librarian clarifies directions and procedures after initial student confusion. Library Media Specialist's explanation of content contains minor errors, and/or some portions are difficult to follow; explanations occasionally connect with students' knowledge and experience. Teacher-- librarian's spoken and written language is limited and vague. Vocabulary is usually correct and appropriate	Library Media Specialist clearly communicates standards--based learning objective(s) to students and addresses their relevance to learning. Library Media Specialist clearly communicates directions and procedures. Library Media Specialist's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher-- librarian's spoken and written language is clear and correct. Vocabulary is consistently descriptive and appropriate for the students' ages and levels of development.	Library Media Specialist clearly communicates standards--based learning objective(s). Library Media Specialist guides students to articulate the relevance of the objective(s) to learning. Library Media Specialist clearly explains directions and procedures, and anticipates possible student misunderstanding. Teacher-- librarian's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience;

leaving students confused.

for the students' ages or levels of development.

students contribute to extending the content by explaining concepts to their classmates. Library Media Specialist's spoken and written language is expressive, and builds on students' language development and understanding of content. Vocabulary is appropriate and often personalized for the students' ages and levels of development; students contribute to the correct use of academic vocabulary.

Comments:

Component 3b: Using Questioning and Discussion Techniques

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Low- and High-Level Questioning</i> • <i>Discussion Techniques and Explanation of Thinking</i> • <i>Student Participation</i> 	<p>Library Media Specialist does not ask questions, or all questions are of low cognitive challenge, requiring only short, specific, right or wrong answers. Questions are not developmentally appropriate. Library Media Specialist does not require students to construct viable arguments. Questions are asked in rapid succession with no "wait time" for student processing and response. The discussion is irrelevant to the content under study or predominantly in the form of recitations, with the Library Media Specialist mediating all questions and answers. Library Media Specialist accepts all contributions without asking students to explain or provide</p>	<p>Library Media Specialist's questions lead students through a single path of inquiry where answers are seemingly pre-determined, with few high-level or open-ended questions. Questions are not always developmentally appropriate. Questions are asked with limited "wait time." Library Media Specialist attempts to create a discussion among students to engage with the content under study, with uneven results. Library Media Specialist sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and comments from their</p>	<p>Library Media Specialist's questions are low- and high-level, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. Library Media Specialist creates a genuine discussion among students, providing adequate "wait time" for students to engage with the content under study and stepping aside when doing so is appropriate. Teacher-librarian requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their Library Media Specialist and peers. Library Media Specialist ensures that</p>	<p>Library Media Specialist uses a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Library Media Specialist's discussion techniques enable students to engage each other in authentic discussions about the content under study. Students formulate questions and challenge one another using viable arguments based on evidence. All students are listening and responding to questions and answers from their Library Media Specialist and peers. Students themselves ensure that</p>

evidence for their thinking. Few students are listening and responding to questions and answers from either the teacher- - librarian or peers.	teacher-- librarian or peers, and/or a few students dominate the discussion.	most voices are heard in the discourse.	all voices are heard in the discourse.
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Comments:

Component 3c: Engaging Students in Learning

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Alignment of Learning Objectives</i> • <i>Task and Text Complexity</i> • <i>Scaffolding and Differentiating Instruction</i> • <i>Development of Library Skills</i> • <i>Pacing and Sequencing</i> • <i>Grouping</i> 	<p>Tasks prepared do not align with standards--based learning objectives. Tasks and/or text require only rote responses, do not result in active engagement, and do not challenge student thinking. Library Media Specialist does not scaffold or differentiate instruction and most students cannot access complex, grade--level, and/or developmentally appropriate text or tasks. Library Media Specialist does not lead students to develop effective independent research, information literacy, and/or technology skills. The Library Media Specialist's pacing of the lesson is too slow or rushed, and tasks are not sequenced to build students' depth of understanding. The teacher-- librarian's grouping of students is unintentional and inhibits student mastery of the content/ skills.</p>	<p>Tasks partially align with standards-- based learning objectives. Tasks and/or text minimally challenge student thinking, and result in active engagement of only some students while allowing others to be passive or merely compliant. Library Media Specialist occasionally scaffolds and/or differentiates instruction but only some students access complex, grade--level, and/or developmentally appropriate text and/or tasks. Library Media Specialist leads some students to develop effective independent research, information literacy, and/or technology skills. The Library Media Specialist's pacing of the lesson is partially appropriate, and/or tasks are partially sequenced to build students' depth of understanding. The Library Media Specialist's grouping of students is intentional but does not always support student mastery of the content/ skills.</p>	<p>Tasks align with standards--based learning objectives. Tasks and texts are complex and challenge student thinking, resulting in active engagement of most students. Library Media Specialist consistently scaffolds and differentiates instruction so that most students access complex, grade--level and/or developmentally appropriate text and tasks. Library Media Specialist leads most students to develop effective independent research, information literacy, and/or technology skills. The Library Media Specialist's pacing of the lesson is appropriate, and tasks are sequenced to build students' depth of understanding. The Library Media Specialist's grouping of students is intentional and supports student mastery of the content/ skills.</p>	<p>Tasks align with standards--based learning objectives and are tailored so virtually all students are intellectually engaged in challenging content. Tasks and texts are complex and promote student engagement through inquiry and choice. Students contribute to the exploration of the content. Teacher-- librarian scaffolds and differentiates instruction so that all students access complex, grade--level, and/or developmentally appropriate text and/or tasks. Library Media Specialist leads virtually all students to develop effective independent research, information literacy, and/or technology skills. The Library Media Specialist's pacing of the lesson is appropriate, and tasks are sequenced not only to build students' depth of understanding, but also to require student reflection and synthesis of the learning. Library Media Specialist's grouping of students is intentional and students serve as resources for each other to achieve</p>

mastery of the content/
skills.

Comments:

Component 3d: Using Assessment in Instruction

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Monitoring of Student Learning with Checks for Understanding</i> • <i>Assessment Performance Levels</i> • <i>Student Self-Assessment</i> • <i>Feedback to Students</i> 	<p>In self--contained, graded library settings, the Library Media Specialist does not use formative assessment, either to check for completion of work or to monitor progress and check for understanding of student learning. Students cannot explain the criteria by which their work will be assessed and do not engage in self-- or peer-- assessment. Library Media Specialist's feedback is absent or of poor quality.</p> <p>In open, non--graded library settings, the librarian refuses to collaborate with the classroom teacher to design and utilize formative assessments with the characteristics listed above.</p>	<p>In self--contained, graded library settings, the Library Media Specialist sometimes uses formative assessment to monitor student progress toward student understanding of the learning objectives and/or Library Media Specialist checks for completion of work rather than student understanding of the learning objectives. Students can explain some of the criteria by which their work will be assessed; few engage in self-- or peer-- assessment. Teacher-- librarian's feedback is general and/or doesn't advance specific learning.</p> <p>In open, non--graded library settings, the librarian occasionally collaborates with the classroom teacher to design and utilize formative assessments with the characteristics listed above.</p>	<p>In self--contained, graded library settings, the Library Media Specialist uses formative assessment during instruction to monitor progress and to check for student understanding of the learning objectives. Students can explain the criteria by which their work will be assessed; some of them engage in self-- assessment. Library Media Specialist provides accurate and specific feedback to individuals and groups of students to advance learning.</p> <p>In open, non--graded library settings, the librarian regularly collaborates with the classroom teacher to design and utilize formative assessments with the characteristics listed above.</p>	<p>In self--contained, graded library settings, the Library Media Specialist integrates formative assessment into instruction, and uses it to monitor progress, and to check for understanding for individual students. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students' self-- and peer-- assess to monitor their progress. Library Media Specialist and students provide individualized feedback that is accurate, specific, and advances learning.</p> <p>In open, non--graded library settings, the librarian fully collaborates with the classroom teacher to design and utilize formative and differentiated assessments with the characteristics listed above as needed to support student learning.</p>

Comments:

Component 3e: Demonstrating Flexibility and Responsiveness

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Response to Student Needs</i> • <i>Library Media</i> 	<p>Library Media Specialist ignores students' questions, needs, learning styles</p>	<p>Library Media Specialist attempts to accommodate students' questions,</p>	<p>Library Media Specialist addresses students' questions, needs, learning styles</p>	<p>Library Media Specialist seizes opportunities to enhance learning,</p>

<p><i>Specialist's Persistence</i></p> <ul style="list-style-type: none"> • <i>Lesson Adjustment</i> 	<p>and interests; when students have difficulty learning, the teacher-- librarian blames students or their home or the external environment for their lack of success. The teacher-- librarian makes no attempt to adjust instruction during the lesson to meet student needs, even when students don't understand the content or have not mastered the skill.</p>	<p>needs, learning styles and interests during instruction and accepts responsibility for the success of all students. When formative assessments show a need for intervention or enrichment, the Library Media Specialist attempts to adjust instruction during the lesson, but impromptu adjustments are often ineffective.</p>	<p>and interests during instruction. The Library Media Specialist accepts responsibility for student learning and persists in seeking approaches for all students. When formative assessments show a need for intervention or enrichment, the Library Media Specialist makes effective impromptu adjustments to instruction.</p>	<p>building on spontaneous world or local event and/or student interests. Library Media Specialist persists in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. When formative assessments show a need for intervention or enrichment, teacher-- librarian makes effective impromptu adjustments that individualize instruction for students.</p>
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Comments:

Domain IV: Professional Responsibilities

Component 4a: Reflecting on Practice

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Effectiveness</i> • <i>Use in Future Teaching</i> 	<p>Library Media Specialist does not describe whether or not a lesson or unit was effective or achieved its objective, or Library Media Specialist misjudges the success of a lesson or unit and its impact on student learning. Library Media Specialist is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student information literacy, research, and technology skills. Library Media Specialist makes no suggestions about how practice could have been altered to improve the lesson or future similar lessons.</p>	<p>Library Media Specialist describes whether or not a lesson or unit was effective but does not describe the extent to which it achieved its objective or its impact on student learning. Library Media Specialist is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student information literacy, research, and technology skills. Library Media Specialist makes general suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.</p>	<p>Library Media Specialist makes an accurate assessment of a lesson or unit's effectiveness and the extent to which it achieved its objective and its impact on student learning and can provide evidence to support the judgment. Library Media Specialist analyzes aspects of his/her practice that led to the outcome of the lesson and the impact on student information literacy, research, and technology skills. Library Media Specialist makes specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.</p>	<p>Library Media Specialist makes an accurate assessment of a lesson or unit's effectiveness and the extent to which it achieved its lesson or unit's objective and its impact on individual student learning, citing many specific examples and evidence. Library Media Specialist is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student information literacy, research, and technology skills. Library Media Specialist offers specific alternative actions, complete with the probable success of each aspect of</p>

practice that could have been improved.

Comments:

Component 4b: Preparing and Submitting Library--Related Reports and Budgets

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Response to Requests</i> • <i>Inventories</i> • <i>Reports</i> 	<p>Library Media Specialist ignores stakeholder requests when preparing requisitions and budgets, or does not follow established procedures. Inventories and administrative library--related reports are not submitted or are routinely late.</p>	<p>Library Media Specialist sometimes responds to stakeholder requests. Efforts to prepare requisitions and budgets are partially successful, and usually follow established procedures. Inventories and administrative library--related reports are not submitted consistently and/or in a timely manner.</p>	<p>Library Media Specialist responds in a timely manner to stakeholder requests when preparing requisitions and budgets and follows established procedures. Inventories and administrative library--related reports are submitted consistently and in a timely manner.</p>	<p>Library Media Specialist anticipates and confirms stakeholder needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and administrative library--related reports are submitted consistently and in a timely manner, and the teacher--librarian acts on the data.</p>

Comments:

Component 4c: Communicating with the Larger Community

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Engagement of Families</i> • <i>Engagement of the Larger Community</i> • <i>Cultural Appropriateness</i> 	<p>Library Media Specialist makes no effort to inform families and the larger community about the school library program, availability of online resources, and relevant community programs. Library Media Specialist communication with families is not conveyed in a culturally appropriate manner.</p>	<p>Library Media Specialist makes sporadic efforts to inform families and the larger community about the school library program, availability of online resources, and relevant community programs. Library Media Specialist's communication with families is not always appropriate to the cultural norms of students' families.</p>	<p>Library Media Specialist engages in outreach efforts to inform families and the larger community about the school library program, availability of online resources, and relevant community programs. Library Media Specialist's communication with families is appropriate to the cultural norms and needs of the students' families.</p>	<p>Library Media Specialist is proactive in outreach efforts to inform families and the larger community about the school library program, availability of online resources, and relevant community programs. Library Media Specialist establishes connections with outside libraries to coordinate services for the mutual benefit of families and students. Library Media Specialist's communication with families is sensitive to cultural norms and needs, with students contributing to the</p>

communication as appropriate.

Comments:

Component 4d: Participating in a Professional Community

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Relationships with colleagues</i> • <i>Involvement in a culture of professional inquiry</i> 	Library media specialist's relationships with colleagues are negative or self-serving. Library media specialist avoids participation in culture of inquiry	Library media specialist maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. Library media specialist becomes involved in the school's culture of inquiry when invited to do so.	Relationships with colleagues are characterized by mutual support and cooperation. Library media specialist participates in a culture of inquiry.	Relationships with colleagues are characterized by mutual support and cooperation. Library media specialist takes initiative in assuming leadership among the faculty. The library media specialist take a leadership role in promoting a culture of professional inquiry

Comments:

Component 4e: Growing and Developing Professionally

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Enhancement of Content Knowledge and Pedagogical Skill</i> • <i>Collaboration and Professional Inquiry to Advance Student Learning</i> • <i>Participation in School Leadership Team and/or Teacher Teams</i> • <i>Incorporation of Feedback</i> 	Library Media Specialist rarely, if at all, engages in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Library Media Specialist rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher-librarian rarely, if ever, makes an effort to participate in team-based professional inquiry to advance student learning. Library Media Specialist does not volunteer to participate in a leadership and/or teaching team. Library Media Specialist resists feedback from colleagues or administrators and makes no effort to	Library Media Specialist participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Library Media Specialist reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher-librarian participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Library Media Specialist accepts feedback from colleagues and	Library Media Specialist seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Library Media Specialist regularly collaborates with and provides/receives support to/from colleagues. Teacher-librarian participates actively in team-based professional inquiry that advances student learning and makes substantial contributions to the school leadership team and/or grade-level/content/department teaching team. Library Media Specialist accepts and consistently uses feedback from colleagues and	Library Media Specialist initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. Library Media Specialist uses new knowledge to improve practice of self and colleagues. Library Media Specialist initiates meetings and collaborations with colleagues. Library Media Specialist provides and accepts collegial support and provides and accepts feedback to/from colleagues. Library Media Specialist participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership

incorporate it to improve practice and advance student learning.	administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.	administrators to improve practice and advance student learning.	and/or teaching team. Library Media Specialist welcomes and uses feedback from a variety of stakeholders: colleagues, administrators, students, parents, external education partners) to improve practice and advance student learning.
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Comments:

Component 4f: Demonstrating Professionalism

	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<ul style="list-style-type: none"> • <i>Integrity and Ethical Conduct</i> • <i>Advocacy</i> • <i>Decision--Making</i> • <i>Compliance with School and District Regulations</i> • <i>Attendance</i> 	<p>Library Media Specialist does not hold student or required school information confidential, and is dishonest in professional and student/family interactions. The Library Media Specialist is uninterested or unaware of students' needs, which contributes to practices that result in some students being ill--served, and does not ensure students are prepared to succeed in school, college, career and life. Teacher--librarian makes decisions and recommendations that are based on self--serving interests. Library Media Specialist does not comply with school and district regulations. Library Media Specialist does not have a responsible or professional attendance record.</p>	<p>Library Media Specialist holds student and required school information confidential and is honest in professional and student/family interactions most of the time. The Library Media Specialist's attempts to serve students are inconsistent, or unknowingly contribute to some students being ill--served. Teacher--librarian sometimes ensures students are prepared to succeed in school, college, career and life. The teacher--librarian's decisions and recommendations are based on limited, though genuinely professional, considerations. Library Media Specialist complies minimally with school and district regulations, doing just enough to get by. Library Media Specialist has a minimally responsible or professional attendance record.</p>	<p>Library Media Specialist always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Library Media Specialist is active in serving students and works to ensure that all students receive a fair opportunity to succeed in school, college, career and life. Library Media Specialist maintains an open mind in decision--making and helps to ensure that such decisions are based on professional considerations. Library Media Specialist complies fully with school and district regulations. Teacher--librarian has a responsible and professional attendance record.</p>	<p>Library Media Specialist has the highest standards of integrity, always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Library Media Specialist is proactive in serving students, seeking out resources when needed. The Library Media Specialist makes a concerted effort to challenge negative attitudes or practices so that all students, particularly those traditionally underserved, are honored in the school and prepared for success in school, college, career and life. Teacher--librarian takes a leadership role in decision--making for the school and helps ensure that such decisions are based on the highest professional</p>

considerations. Library Media Specialist complies fully and takes a leadership role with school and district regulations. Library Media Specialist has a responsible and professional attendance record.

Comments: