Teacher Performance Appraisal Rubric for Librarians

Performance Standard 1: Knowledge of Students
Librarian: Provides learning opportunities and resources that support students' learning styles and intellectual, social and personal development.

Key Element	Integrates
1.1 Learning Styles	Demonstrates wide knowledge of multiple learning styles and provides a variety of assignments and tasks and resources.
1.2 Cognitive Development	Displays knowledge of developmental characteristics of age group, as well as exceptions to general patterns; connects learning to students' prior knowledge, experiences, and interests. Provides and recommends age-, skill-, and community-appropriate resources.
1.3 Culture	Acknowledges and respects school diversity; consistently connects learning resources to a variety of cultures; maintains a balanced collection that represents diverse points of view and cultures.
1.4 Learning Dialogue	Provides choices in products and student grouping; allows some student freedom in resource selection by providing choices that reflect student preferences, trends, and needs; encourages feedback to inform resource purchasing decisions, consults with learners about resource selection.
1.5 Social Needs	Provides flexible learning spaces for large and small groups which supports the development of student responsibility for self.
1.6 Individualized Plans	Works collaboratively with staff to adapt instruction to meet the needs of individual students; provides recreational/research/reader advisory based on knowledge of individual students' interests, educational levels, and special needs; responds positively to requests for support of students on individualized education plans and receiving intervention services.
1.7	Universal Design for Learning (UDL) / Personalization of Learning: Uses and supports/informs the use by others of alternative representations of information, multiple tools, and a variety of instructional strategies to provide access for all learners to acquire lifelong learning competencies and knowledge and skills specified in curricular standards; creates a library culture that fully embraces differentiation of instruction, student work, and assessment based upon individual learners' needs; applies contemporary learning science to create accessibility entry points for all students in the learning environment, supports student to learn how to make technology choices to overcome disabilities and inabilities.
1.8	Learning Experiences are Based on Student Readiness, Interest, or Learning Profile: Uses a learning profile inventory; assesses student readiness; identifies and incorporates student interests. Resource recommendations, promotion, and purchases are based on student interest, skill/reading level, and curriculum requirements. Act as an information resource for teachers as they plan instructional interventions.

Performance Standard 2: Knowledge of Content
Standard A: Effectively articulates the central concepts and understandings of the discipline(s).

Key Element	Integrates
2.1 Standards	Knows national, state, and local curriculum and information literacy standards as well as AASL standards for the 21st Learner; constructs collaborative and individual lessons accordingly; communicates standards as expectations to students.
2.2 Concepts	Identifies, articulates, and integrates central concepts of information, technology, and media literacy; reads widely to stay current in trends in literature, including fiction, nonfiction, and reference; independently and collaboratively constructs lessons centered on central concepts.
2.3 Understandings	Identifies and articulates enduring and essential understandings within concepts; constructs lessons around desired understandings.
2.4 Enthusiasm	Conveys genuine enthusiasm for school library programs and programming.

Standard B: Communicates content knowledge and processes used by adults working in the discipline(s).

Key Element	Integrates
2.5 Habits of Mind	Articulates core skills and thinking of an adult working in the discipline; provides instruction in the effective use of the library catalog (OPAC) and information catalogs in general; relates classroom assignments to these skills and thought processes and encourages their development.
2.6 Authentic Opportunities to Practice	Provides regular opportunities for students to apply knowledge and skills within the context of authentic problem solving.
2.7 Objectives and Mapping	Fixed Schedule: Implements state, division, and school objectives; outlines general content; develops and implements appropriate curriculum maps and pacing guides that identify concepts and understandings, revising as needed coordinates pacing with other subjects; integrates AASL Standards for the 21st-Century Learner with curricular content Flexible Schedule: Supports teachers in the implementation of state, division and school objectives; integrates AASL Standards for the 21st-Century Learner with curricular content
2.8 Curriculum	Fixed Schedule: Uses the division curriculum and Virginia SOL to design instruction; uses Virginia curriculum documents to further develop and refine instruction; frequently uses the division's curriculum framework to design unit and lesson plans using essential questions to frame instruction providing some opportunities for inquiry, analysis, and reflection. Flexible Schedule: Uses the division curriculum and Virginia SOL to collaboratively design and refine inquiry-based instruction based on essential questions; supports the design/implementation of units integrating information, technology, and media literacy

2.9 Lesson Plans	Constructs and/or supports daily lesson plans specifying objectives and concepts to be covered based on curriculum maps, pacing guides, and current student performance data that reflect progress toward year-long goals; students understand and articulate objectives; sequences activities in a logical order, requiring students to use progressively higher thinking skills; lessons organized around key concepts and essential questions.
2.10 Lesson and Unit Structure	Designs, independently or collaboratively, lessons or units that have clearly defined structure around which activities are organized; time allocations are reasonable, flexible, and allow for student reflection and development of conceptual understanding.
2.11 Plans and Carries Out Varied Approaches to Content and Process	Product: Understands differentiation of content; process strategies vary based on teacher perception; class works as a whole on most materials; attempts to vary product assignments. Differentiates literacy support (e.g. book-talks, reader advisory, and skills instruction); uses a variety of resources and support mechanisms (print and electronic); varies instruction on research strategies, independent book selection, and online resource selection in response to student needs; in collaboration with classroom teacher, varies pace of instruction based on learning needs. Differentiates content using major concepts; variety of materials and support mechanisms are used; process strategies vary in response to student needs; process tasks are varied by complexity and student interest; varies pace of study based on learning needs; product assignments provide opportunities for students to solve real and relevant problems; product assignments differ based on individual or group readiness and learning needs; a range of alternatives exists; provides opportunities for students to self-evaluate based on specific criteria, goals and rubrics.
2.12 Teaching and Student Resources:	Is fully aware of and informs others of multiple resources available through the school or division to meet individual needs of students including instructional materials and assistance. Use of funds is planned to support student learning. Seeks volunteer support, provides training, and articulates expectations for paraprofessionals and volunteers, monitors the work of paraprofessionals and volunteers as appropriate. Acts as Reader Advisor for the school community: Reads widely from the school's collection in order to recommend appropriate resources to patrons, both students and faculty.
2.13 Maker Curriculum:	Understands and values student construction of knowledge and skills through the processes of imagining, creating, designing, building, engineering, evaluating and communicating learning represented within multiple intelligences theory (Howard Gardner.)
2.14 Project/Problem-Based Learning	Affords learning opportunities for students to construct knowledge and understanding through responses to authentic problems; to create projects that demonstrate higher order thinking and knowledge acquisition, and to pursue personal interests by supporting choices in project media as well as differentiated pathways to both learn and demonstrate lifelong learning

Standard C: Effectively manages library media collection and program.

Key Element	Integrates
Collection Development	Purchases materials to support curriculum and student growth; reads reviews in selection aids to find appropriate materials; follows ACPS selection policy to purchase materials; weeds, deletes, and de-processes out-of-date and damaged materials to keep collection up-to-date.
Collection Management	Catalogs materials for efficient patron access; accessions and processes new materials in a timely manner; applies system for identifying genres, reading levels, or special sections as needed; keeps books and audiovisuals in good repair; provides access to professional and instructional resources; performs inventory of collection as required; promotes new print and electronic materials; manages the purchase, repair, and circulation of equipment as required by individual school practices.
Database Maintenance for Accuracy	Modifies library materials database records to enhance access (e.g. adds local subject headings, series information, and reading levels); keeps patron database up-to-date
Virtual Library	Develops and maintains an up-to-date website providing 24/7 access to online resources and catalogue for both students and teachers; supports the use of subscriptions to online databases for virtual reference; researches and makes available relevant links to support the curriculum and specific projects; purchases and maintains access to ebooks as appropriate for the local school community.

Standard D: Assesses collection usage and needs; monitors collection development, adjusting acquisitions accordingly.

Key Element	Integrates
Monitoring collection relevance and balance	Conducts periodic collection analyses (e.g. inventory, Titlewise) to assess accuracy/currency of materials; weeds and updates resources as required
Monitoring Usage	Collects circulation data through library management software to identify usage trends as well as areas of interest and need
Collects patron feedback data	Provides mechanisms for patron input to determine collection development needs

Performance Standard 3: Instructional Delivery

Key Element	Integrates
3.1 Presentation	Consistently includes a variety of strategies and instructional models in the presentation of content.
3.2 Lesson Adjustment	Adjusts lessons to meet the needs of students based on student interaction with the content material.
3.3 Learning Activities	Conducts learning activities that are relevant to instructional goals and individual needs of students; progression of activities in a unit is smooth, with activities that are connected to concepts and reflect academic standards; actively engages students in the learning process.
3.4 Independent Practice	Assigns independent practice activities that are clearly aligned to standards with the student as worker and the teacher as facilitator; activities result in student progress toward standards.
3.5 Instructional Groups	In collaboration with classroom teacher, use of instructional groups is varied as appropriate to the needs of students; tasks for groups are well organized; students occasionally pick their own work groups.
3.6 Professional Research	Implements lessons that reflect recent professional research and best practice.
3.7 Use of Materials and Resources:	Uses a variety of instructional materials; materials and resources support instructional goals engaging students in meaningful learning; teacher uses a variety of instructional materials to help target instruction to student learning needs; material choices encourage the academic curiosity and critical thinking of students as well as guide the development of problem solving skills, independent thinking, and performance assessments.
3.8 Technology	Technology is integral to information literacy instruction; provides extensive, appropriate learning opportunities that apply technology (e.g. online databases); uses technology for communication and demonstration; students use technology in the library media center to support student-led inquiry, communication, and publication.
3.9 Rigor	Provides information literacy instruction such as effective searching, resource evaluation, citation, accurate bibliography creation, etc. in an appropriate developmental sequence.
3.10 Opportunity	Provides equitable access to high quality resources to support curriculum-based research as well as personal interest and recreational reading.

Performance Standard 4: Safe, Effective Learning Environment
The teacher creates an atmosphere of mutual respect and caring to foster a positive learning climate that encourages social interaction, active engagement, and self-motivation; sets standards for classroom behavior and follows through consistently; Integrates classroom procedures to maximize academic learning time; and, establishes and maintains a safe environment for students at all times.

4.1 Encourages student involvement/ Participation	Provides many opportunities for students to work together; considers student's choice in working with materials and partners; provides opportunities for student input about materials acquisitions.
4.2 Evidence of trust, dignity, and respect for all	Interacts with students, parents, and colleagues with care, compassion, and understanding; student interactions are polite and respectful. Respects confidentiality of patron reading records.
4.3 Recognizes and praises student achievement	Consistently recognizes students in the library media center, praising student success and cooperation in finding and using resources; praise specifies accomplishment and rewards attainment of stated goals and objectives.
4.4 Classroom community	Structures time for student discussion of their research and/or reading in the library media center; uses democratic process as appropriate; uses dialogue to create classroom structure.
4.5 Expectations	Establishes expectations for student behavior in the library media center; expectations are communicated to students and parents; expectations are clear to all students, adhering to the ACPS Student Rights and Responsibilities Handbook; respectful behavior is evident; individual behavior contracts are implemented as necessary.
4.6 Monitoring and responding	Works with students to develop proactive strategies in use of library resources, such as proper handling of materials, returning materials on time, and taking responsibility for lost or damaged materials.
4.7 Management of Instructional Groups	Organizes tasks for groups and individuals; groups are managed so that students are engaged at all times.
4.8 Transitions	Organizes tasks for group work Follows expected start and stop times according to school schedule; transitions occur in quick, orderly fashion with small groups of students moving in progression; students have some responsibility for managing transitions; students have a role that is part of the classroom routine; routine is known by all students.
4.9 Non-instructional duties	Implements effective systems for performing non-instructional duties with students assuming some responsibility with minimal loss of instructional time.
4.10 Materials and Supplies	Establishes routines for handling materials and supplies smoothly with little loss of instructional time.

Standard D: Establishes and maintains a safe environment for students at all times

Key Element	Integrates
4.11 Safety Routines	Establishes safety routines that are known by students and practiced efficiently with safety equipment readily available; students are aware of their roles.
4.12 Library Media Center Organization	Organizes library materials for safe and convenient access by all patrons; employs signage and displays to help patrons locate materials and become aware of the variety of holdings.
4.13 Interactive Technologies:	Creates an open environment in which students make individual choices as they use technologies to develop classroom work and assignments; provides opportunities for students to actively make tech-based products as part of their study of curriculum and regularly, during instructional time as well as to interact with external experts and students in other communities; build learner competencies in the use of contemporary technologies for information access and communication.
4.14 Choice and Comfort:	Provides learners with a variety of learning space choices based on task-based and physical comfort-based needs while supporting learners to alter and use spaces to initiate and accomplish collaborative and individual work as they use multiple communication tools and contemporary technologies; student learning products demonstrate student choices in curriculum, task, technologies, and media.
4.15 Instructional Tolerance:	Supports a learning environment where active, engaged learners routinely choose from a variety of learning spaces, collaborative and individual activities, and technology tools, including their own personal devices; values students having opportunities to learn best practices essential to entering contemporary learning and work environments and enables students to sustain an open mindset and skill set in the use of evolving technology tools.
4.16 Program Development	Offers an annual program of events and activities such as author visits, book talks, displays, and contests that engage students in positive learning experiences and foster lifelong learning.

Performance Standard 5: Communication and Collaboration
The teacher fosters the success of all students by communicating and collaborating effectively with colleagues, parents, and community members.

Key Element	Integrates
5.1 Written Communication	Uses written communication that is appropriate and grammatically correct; maintains accurate records and consistently communicates progress and status; responds to administration/staff requests for information in a timely manner.
5.2 Oral Communication	Uses oral communication that is appropriate and grammatically correct; invites parents to visit or participate in classroom activities; makes reasonable provisions to make self-available to students and parents as needed for education- related concerns; addresses problems/conflicts in a professional manner; invites community groups to participate in school activities; responds to administration/staff requests for information in a timely manner; contributes to decisions; shares observations and ideas.
5.3 Timeliness	Informs community of library events and acquisitions; update patron records regularly to ensure access by all patrons; send out regular patron overdue notices for books, audiovisual materials, and equipment
5.4 Technology	Uses a variety of appropriate technologies to communicate and work collaboratively.
5.5 Collaboration	Establishes positive working relationships; interacts to gather and provide resources; seeks out feedback; works with colleagues to plan instruction and solve problems.
5.6 Connectivity	Develops and uses activities that engage students in learning networks, including asynchronous and synchronous communication with external experts, access to digital content including primary sources, and interaction with other learners both locally and globally who represent a variety of demographically diverse communities; promotes and values collaborative projects and knowledge development representative of principles of digital literacy and effective, appropriate digital citizenship.

Standard B: Provides ongoing services to the larger school community

Key Element	Integrates
5.7 Customer Service	Responds positively to daily, unscheduled walk-in patron requests (e.g. scheduling class visits, finding books, assisting with technology, responding to email, phone requests, vendor interaction, etc.)
5.8 Problem Solving	Develops solutions to unexpected problems involving equipment and technology, both in the library and around the school. Finds solutions to unexpected problems for teachers to minimize disruption to instruction.
5.9 Community Outreach	Invites parents to visit or participate in library activities; invites community groups to participate in library activities; provides updates and information to parents and students on an ongoing basis using multiple means.

Performance Standard 6: Professionalism
The teacher models professionalism and ethical standards as well as personal integrity in all interactions, participates in meaningful and continuous professional growth including self-evaluation, and contributes to the school community.

Key Element	Integrates
6.1 Professionalism	Maintains a professional demeanor and appearance; advocates for the school program favorably in the community; seeks to increase knowledge and use of best instructional practices.
6.2 Ethical Standards	Relates to colleagues, parents, and others in an ethical and professional manner; is a resource for other colleagues and parents; educates community about copyright guidelines; plays an active and constructive role in resolving concerns and problems for teachers; deals with confidential information in a professional manner.
6.3 Professional Responsibility	Shares responsibility for student success; works to protect intellectual freedom of all patrons; demonstrates efficacy and commitment to the learning of all students.
6.4 Professional Standards	Identifies, articulates, and integrates appropriate professional standards
6.5 Identifies Need for Continued Development	Seeks out opportunities for professional growth; recognizes the purpose and sees the need for professional development; recognizes the purpose/need for professional development independently; sees professional development as an integrated piece of his/her professional practice.
6.6 Engagement in Self Evaluation	Engages in reflection and problem solving to meet the needs of all learners; self-reflects on teaching and student outcomes; identifies priorities for professional growth based on student learning.
6.7 Participates in Community of Learners	Maintains a professional collection to support the professional development of faculty; supports and works collaboratively with colleagues; engagement in collaborative activities results in mutual learning, articulates the purpose and outcome of his/her collaboration, uses feedback to modify instructional practices; actively participates in school-wide committees and functions; seeks out opportunities to coach and share best practices with colleagues (e.g., professional study groups, peer coaching).
6.8 Participates in the Work of a Professional Learning Community	Consistently collaborates to reflect on the implementation of the Professional Learning Community model to improve professional practice across teams and ensure mastery of content for all students. Works with teams to support development of information literacy skills for all students within the school.
6.9 Researches Best Practice	Uses accepted best practices within the discipline; seeks out knowledge regarding new developments and techniques; applies this knowledge to improve his/her instructional practices and overall student outcomes with support from colleagues; may observe in other libraries and/or learning spaces to inform practice; participates in planning and sharing with others at the school, district, or state level.

6.10 Connectivity	Actively participates in online community professional learning opportunities: collects, reads, assesses, and shares contemporary learning and brain research: engages in appropriate contemporary online communication inside and outside the division.
6.11 School Goals	Provides input to school improvement process.
6.12 School Activities	Participates in many activities, assuming some leadership e.g. book fairs, reading motivational activities, author visits, and/or contests.
6.13 School Committees	Seeks opportunities to serve on school committees; takes active role in planning.

Performance Standard 7: Assessment of Learning & Student Academic Progress

7.1	Student Academic Progress Goal: One or two goals are described, have all five SMART elements, and align(s) with one or more student Lifelong-Learner Competencies.
7.2	Using Data to Inform Goal Setting: Goal(s) for student academic progress is / are based on some combination of patterns, trends, past practices, current research, or data obtained from or in collaboration with classroom teachers, building specialists or administrators.
7.3	Assessment Strategies: Collaborates with teachers to implement assessment strategies that are appropriate to measure student outcomes related to the Student Academic Progress goal(s).
7.4	Measurement Tools: Uses measurement tools that are content-valid in order to measure student outcomes and student and teacher needs. Provides learning space, current resources (online, print and appropriate technologies) to students and teachers for performance-based tasks.
7.5	Document: Documents and communicates progress toward the Student Academic Progress goal(s) with appraiser. Includes documentation on the students' academic growth over time. Includes documentation on collaborative process(es)with teachers.
7.6	Study: Accurately studies student assessment and SOL data relative to Student Academic Progress goal(s) and identifies trends across data points. Obtains reliable data from teachers on assessment of student performance to inform purchasing of resources and planning instruction.

7.7	Decision-making: Collaborates with teachers to inform decisions to adjust, adopt, or abandon strategies and measurements cited in this Standard are made based on basic analysis of student academic progress.
7.8	Monitors Student Progress: Checks for understanding during a lesson; assesses student progress periodically throughout units of instruction. Collaborates with teacher to assess student progress for performance-based lessons and units.
7.9	Provides Corrective Feedback: Provides oral and written feedback to students; displays student work in Library Media center; returns work to teachers and students in timely manner.
7.10	Alignment of Assessment: Works collaboratively with teacher to align assessment with instructional goals.
7.11	Clarity of Assessment: Communicates assessment criteria and standards to students when appropriate.