

**Domain 1 for Library Media Specialist:**

**PLANNING AND PREPARATION**

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of literature and current trends in library media practice and information technology</b>	Library media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology	Library media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library media specialist demonstrates rich understanding of literature and of current trends information technology.
<b>1b: Demonstrating knowledge of the district’s standards and library department’s policies manual and student information needs within those standards.</b>	Library media specialist demonstrates little of no knowledge of the content standards and of students needs for information skills within those standards.	Library media specialist demonstrates basic knowledge of the content standards and of students needs for information skills within those standards.	Library media specialist demonstrates thorough knowledge of the content standards and of students needs for information skills within those standards.	Library media specialist takes a leadership role within the district to articulate the needs of students for information skills within the school’s academic program.
<b>1c: Establishing goals for the library media program aligned with AASL and appropriate to the setting and the students served.</b>	Library media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students	Library media specialist’s goals for the media program are basic and are partially suitable to the situation in the school and the age of the students.	Library media specialist’s goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library media specialist’s goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	Library media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school’s program.

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<p><b>1e: Planning of the library media program is integrated with the overall district program.</b></p>	<p>Library media program consists of a random collection of unrelated activities, lacking coherence of an overall structure.</p>	<p>Library media specialist’s plan has AASL guiding principle’s and includes a number of integrated activities, but some don’t align with the broader goals.</p>	<p>Library media specialist’s plan is well designed and align with AASL guiding principles and supports teachers and students in their information needs.</p>	<p>Library media specialist’s plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection. The plan has been developed after consultation with teachers and administration.</p>
<p><b>1f: Developing a plan to reflect upon and monitor the library media program.</b></p>	<p>Library media specialist has no plan to reflect upon and monitor the program or resists suggestions that such an evaluation is important.</p>	<p>Library media specialist has a basic plan to reflect upon and monitor the library media program.</p>	<p>Library media specialist’s plan to reflect upon and monitor the program is organized around goals and the collection is evidence to indicate the degree to which the goals have been met.</p>	<p>Library media specialist’s evaluation plan is highly sophisticated, with multiple and varied sources of evidence and a clear path toward improving the program on a ongoing basis.</p>

**Domain 2 for Library / Media Specialists:**

**THE ENVIRONMENT**

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2a: Creating an environment of respect and rapport</b></p>	<p>Interactions among the library media specialist, individual students, and the classroom teachers, are negative, inappropriate, or insensitive to students’ cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>Interactions, among the library media specialist, individual students, and the classroom teachers, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Interactions, among the library media specialist, individual students, and the classroom teachers, are polite and respectful, and caring and are appropriate to the cultural and developmental differences of students.</p>	<p>Interactions among the library media specialist, individual students, and the classroom teachers are respectful caring and sensitive to students’ cultural and developmental differences of students .Students ensure high levels of civility among students in the library.</p>
<p><b>2b: Establishing a culture for investigation and love of literature.</b></p>	<p>Library media specialist conveys the work of seeking information and reading literature is not worth the time and energy required.</p>	<p>Library media performs the work of the position, without establishing a culture of investigation</p>	<p>Library media specialist, in interactions with both students and colleagues, of the importance of seeking information and reading</p>	<p>Library media specialist, in interactions with both students and colleagues, the essential nature of seeking information and reading literature. Students</p>

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			literature.	appear to have internalized these values
<b>2c: Establishing and maintaining library procedures.</b>	Media center routines and procedures are either nonexistent or inefficient, Library assistants are confused as to their role.	Media center routines and procedures have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures are seamless in their operation with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher appears unaware of what students are doing.	Library media specialist is generally aware of student behavior but may miss the activities of some students.	Library media specialist is alert to student behavior at all times.	Monitoring by Library media specialist is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Behavior	Library media specialist does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Library media specialist attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Library media specialist response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Library media specialist response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

**2d Managing Student Behavior**

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>2e: Organizing physical space to enable smooth flow</b>	Library media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas, computer uses and book displays.

**Domain 3 for Library Media Specialist**

**DELIVERY OF SERVICES**

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Maintaining and extending the library collection in accordance with the school’s need and within budget limitations.</b>	Library media specialist fails to adhere to AASL and district guidelines in selecting materials and resources for the collection and does not periodically weed the collection of outdated materials. Collection is unbalanced according to state and national standards and the needs of the school.	Library media specialist is partially successful in attempts to adhere to AASL and district guidelines in selecting materials and resources, to weed the collection, and to establish balance according to state and national standards and the needs of the school.	Library media specialist adheres to AASL and district guidelines in selecting materials and resources for the collection and periodically weeds the collection of outdated materials. Collection is balanced according to state and national standards and the needs of the school.	Library media specialist thoughtfully selects materials for the collection and in consultation with teaching colleagues, and periodically weeds the collection of outdated materials. Collection is balanced according to state and national standards and the needs of the school.
<b>3b: Collaborating with teachers in the design of research and / or instructional units.</b>	Library media specialist declines to collaborate with classroom teachers in the design of research and / or instructional units.	Library media specialist collaborates with classroom teachers in the design of research and / or instructional units when specifically ask to do so.	Library media specialist initiates collaborations with classroom teachers in the design of research and / or instructional units..	Library media specialist initiates collaboration with classroom teachers in the design of research and / or instructional units, locating additional resources from sources outside the school.
<b>3c: Engaging students in the appreciation of literature and informational retrieval skills</b>	Students are not engaged in the appreciation of literature and informational retrieval skills because of poorly designed activities, poor grouping strategies, or inappropriate materials.	Students are sometimes engaged in <b>the appreciation of literature and informational retrieval skills</b> due to unevenly designed activities, grouping strategies or partially appropriate materials.	Students are engaged in <b>the appreciation of literature and informational retrieval skills</b> because of effectively designed activities, grouping strategies, and appropriate materials.	Students are highly engaged in <b>the appreciation of literature and informational retrieval skills</b> and take initiative in ensuring the engagement of their peers.
<b>3d: Assisting students and teachers in the use of technology</b>	Library media specialist declines to assist students and teachers in the use of technology.	Library media specialist assists students and teachers in the use of technology when specifically asked to do so.	Library media specialist initiates sessions to assist students and teachers in the use of technology.	Library media specialist is proactive in seeking new technology to assist students and teachers in the use of technology .

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<p><b>3e: Demonstrating flexibility and responsiveness</b></p>	<p>Library media specialist declines to make changes in the library media program in spite of evidence of its inadequacy.</p>	<p>Library media specialist makes modest changes in the library media program when confronted with evidence of the need for change.</p>	<p>Library media specialist makes changes to the library media program when they are needed.</p>	<p>Library media specialist is continually seeking ways to improve the library media program and makes changes as needed in response to student, parent, or teacher input.</p>
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**Domain 4 for Library Media Specialist  
PROFESSIONAL RESPONSIBILITIES**

Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<p>4a: Reflecting on Practice</p>	<p>Library media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.</p>	<p>Library media specialist's reflection on practices is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved</p>	<p>Library media specialist's reflections provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library media specialist makes some specific suggestions as to how the media program might be improved.</p>	<p>Library media specialist's reflection is highly accurate and perceptive, citing specific examples. Library media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.</p>
<p>4b: Preparing and submitting reports and budgets</p>	<p>Library media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.</p>	<p>Library media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.</p>	<p>Library media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports and submitted on time.</p>	<p>Library media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.</p>

Component	LEVEL OF PERFORMANCE			
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<p>4c: Participating in a professional community</p>	<p>Library media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects</p>	<p>Library media specialist relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested</p>	<p>Library media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<p>Library media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</p>
<p>4d: Engaging in professional development</p>	<p>Library media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.</p>	<p>Library media specialist participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Library media specialist seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Library media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p>4e: Showing</p>	<p>Library media specialist</p>	<p>Library media specialist is honest</p>	<p>Library media specialist displays</p>	<p>Library media specialist can be</p>

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professionalism	displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	in interactions with colleagues, students, and the public; respects copyright laws.	high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.
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