

# Library Media Specialist

## Domain 1: Planning and Preparation

	Ineffective(1)	Partially Effective(2)	Effective(3)	Highly Effective(4)
Library is well organized to facilitate students' locating information needs	a) There is no organization of materials	a) Collection is loosely organized using Dewey Decimal System. b) There is minimal signage.	a) Collection is generally well organize in Dewey Decimal order, with few materials out of place b) Most sections of collection are labeled.	a) Collection is well organized in Dewey Decimal order. b) Sections of collection are well labeled
Library automation system accurately reflects holdings of collection and is accessible to students and teacher	a) Library database is not is use.	a) A limited number of items listed in database as available are on shelf. b) Library database is not linked to school website nor accessed by staff and students from classroom. c) Circulation is partially managed via the automation system.	a) Most items listed in database as available are on shelf. b) Library database is linked to the school website and accessed by most staff and students from the classroom. c) Circulation is managed via the automation system.	a) All items listed in database as available are on shelf. b) Library database is linked to the school website and accessed by all staff and students from the classroom. c) Circulation of materials is managed via the automation system.
Library has a positive climate supportive of student learning	a) Unattractive, uninviting facility. Collection is disorganized and not maintained. Library climate is not conducive to learning b) Library is scheduled for teacher meetings	a) Traditional quiet library used mainly for class visits b) Few displays, but functional space c) Library climate is somewhat conducive to student learning	a) Library media center is safe and barrier free. b) Students and teachers feel welcome. It is well organized with clear signage and current displays. c) Library climate is conducive to learning	a) Library media center is inviting to all and includes displays of student work. b) Students and teachers flow between classroom and library to meet curricular and personal needs c) Library media center climate is conducive to learning

	<b>Ineffective(1)</b>	<b>Partially Effective(2)</b>	<b>Effective(3)</b>	<b>Highly Effective(4)</b>
Technology is readily available to support student research	a) Students have very limited access to technology for teaching and learning	a) Students have Internet connections, but limited technology and software in classrooms and library media center. Databases are few, and technology access may not be available when needed	a) Students have technology, software and Internet connections in classrooms, library, labs, etc, for teaching and learning b) Technology provides access to the Internet	a) Students have access to state-of-the-art technology in the library media center, including multiple databases and other electronic resources for class or independent use to meet educational and personal needs b) Network access to library resources is available in every classroom with access also available from home
Library Media Specialist actively selects and orders new materials to update collection	a) Library Media Specialist is not involved in ordering process	a) Library Media Specialist depends on vendors to supply books for orders. b) There is little input from staff. c) There is some awareness of curriculum needs.	a) Library Media Specialist carefully selects materials which support curriculum b) Library Media Specialist gets input from staff c) Library Media Specialist is able to generate an order in a timely manner.	a) Library Media Specialist is aware of district curricula and of gaps in collection b) Library Media Specialist consistently surveys staff and students regarding needs for supplemental resources c) Library Media Specialist keeps an active list of potential purchases that support curriculum and is ready for an order.

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## Domain 2: The Environment

	Ineffective(1)	Partially Effective(2)	Effective(3)	Highly Effective(4)
Environment is attractive and stimulating to support independent reading	a) Library is inadequate in space, furniture, technology or equipment to provide for appropriate teaching and learning	a) Library has dedicated space, furniture, technology and equipment, but is not able to accommodate a variety of functions, including independent reading, simultaneously	a) Library has dedicated space, furniture, technology and equipment and is able to accommodate whole class, small group, and individual student who wish to read independently simultaneously.	a) Library is a flexible facility with space, furniture, technology and equipment for simultaneous scheduling of multiple groups b) Dedicated areas accommodate independent readers and other various programs
Students' project based learning displayed	a) Library is devoid of student work	a) Some work is displayed with minimal use of research process. b) Work is somewhat related to classroom topics c) Work appears to be copied	a) Work is accurate and proficient in showing understanding b) Work is related to topics covered in classroom. c) Work reflects use of the research process d) Attempts made to use information properly and express point of view.	a) Work is accurate and highly proficient in showing understanding b) Work clearly addresses a content standard being taught in subject area classrooms c) Work reflects use of research process, as addressed in Research Rubric, Big Six Organizer, and Note Taking Rubric d) Information is used ethically and responsibly
New materials are properly processed and displayed	a) Materials are in boxes and unavailable to students and staff.	a) Materials are in the process of being catalogued and display. b) There is some clutter of resources not ready for student and staff use. c) There is minimal time dedicated to upkeep of the collection	a) A system is in place to efficiently catalog and display new materials b) Unprocessed materials are appropriately stored away from collection c) Time is dedicated each week to collection maintenance	a) Clerical assistance is provided to the Library Media Specialist to catalog and display materials, freeing up the Library Media Specialist to devote more time to instruction. b) Facility is highly organized with designated workrooms for storing and processing materials. c) Library Media Specialist is able to manage time spent each week maintaining collection.

	<b>Ineffective(1)</b>	<b>Partially Effective(2)</b>	<b>Effective(3)</b>	<b>Highly Effective(4)</b>
Materials support all curriculum areas and meet collection development guidelines	<p>a) Collection of old books which needs updating. Collection does not meet student learning needs.</p> <p>b) Inadequate funds provided for library media program.</p>	<p>a) Collection with few current materials. Collection meets some student and curriculum needs, but requires weeding.</p> <p>b) Funding is minimal.</p>	<p>a) Library media collection of 10-15 current resources per student. Materials have been weeded and meet student and curriculum needs.</p> <p>b) Materials available in a variety of formats</p> <p>c) Administration provides adequate funding and maintains library media program to meet student needs</p>	<p>a) Library media collection of 20-25 resources per student, current, weeded, and responsive to curricular and recreational needs of students</p> <p>b) Collection reflects diversity of cultures and points of view, and includes languages other than English as appropriate</p> <p>c) Materials available in a variety of formats.</p> <p>d) Administration provides adequate funding to enable library media program to achieve a level of excellence. Long range plan developed to maintain funding</p>

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## Domain 3: Instruction

	Ineffective(1)	Partially Effective(2)	Effective(3)	Highly Effective(4)
Library Media Specialist participates in grade level meetings to plan student research activities with teachers prior to visits	<p>a) Library Media Specialist is not viewed as integral to the team</p> <p>b) Very little planning between classroom teacher and Library Media Specialist</p> <p>c) Library Media Specialist is perceived as a "prep coverage" special</p>	<p>a) Library Media Specialist is occasionally viewed as integral to the team</p> <p>b) Some teachers plan collaboratively with the Library Media Specialist to meet content area objectives</p>	<p>a) Library Media Specialist is viewed as integral to the team; he/she is a resource to content area staff some of the time</p> <p>b) Many teachers plan collaboratively at grade level meetings with the Library Media Specialist so that information literacy skills are integrated into the core curriculum</p>	<p>a) Library Media Specialist is viewed as integral to the team and as an instructional partner with content area teachers and attends grade level meetings</p> <p>b) Most teachers collaborate with Library Media Specialist so that students achieve information literacy skills within context of content curriculum.</p> <p>c) Visible units of study/research in classroom and library.</p>
Library Media Specialist models the research process	<p>a) No modeling occurs during initial introduction or at the point of error.</p> <p>b) Library Media Specialist prompts repeatedly despite lack of student understanding</p>	<p>a) Teaching processes move quickly from description to student action with little connection between Library Media Specialist modeling and student responses</p>	<p>a) Library Media Specialist may model some processes using general language as opposed to explicit language</p> <p>b) Library Media Specialist describes the activity</p>	<p>a) Library Media Specialist provides appropriate modeled examples demonstrating for students what the learning is to look like</p> <p>b) Library Media Specialist uses a variety of models including verbal, visual, and written examples</p> <p>c) Library Media Specialist makes connections to prior learning</p>

	<b>Ineffective(1)</b>	<b>Partially Effective(2)</b>	<b>Effective(3)</b>	<b>Highly Effective(4)</b>
Library Media Specialist integrates on-line databases to support research process	a) No functioning computer or current technology in the library	a) Library has few computers. b) There is minimal use of technology for research projects and information retrieval c) Library Media Specialist does not participate in assessing students' technological literacy	a) Library has adequate technology to meet student needs for current, challenging information. b) Students use technology independently for extended projects and information retrieval c) Students use technology and other information tools to analyze and organize information d) Library Media Specialist participates in assessing students' technological literacy	a) Library technology resources are integrated with the total school technology plan and are integral to all teaching and learning b) Technology is current and emerging, and includes equipment to access the Internet, databases and shared resources within and outside the school. c) Students use technology and other information tools to analyze and organize information d) Students monitor gathered information, and assess for gaps or weaknesses e) Library Media Specialist participates in assessing students' technological literacy
Library Media Specialist provides access to collection for all students	a) No use of online public access catalog in library b) Data shows that most students do not borrow books	a) Limited use of on-line public access catalog in library b) Data shows that many students do not borrow books	a) Library Media Specialist provides modeled examples to students and staff on how to access catalog from computers in library and classroom for library book selections b) Library provides open access to students on a daily basis to borrow books at time of need c) Data shows that all students borrow books	a) Library Media Specialist provides modeled examples to students and staff on how to catalog for library book selections b) Library provides open access to students on a daily basis to borrow books at time of need c) Data shows that all students borrow books d) Library Media Specialist ensures that all students have a public library card

	<b>Ineffective(1)</b>	<b>Partially Effective(2)</b>	<b>Effective(3)</b>	<b>Highly Effective(4)</b>
Library Media Specialist provides reading guidance to meet individual student's interests and uses data to address student reading habits at grade level meetings	a) Students in most classes do not borrow books from library	a) Students in some classes do not borrow books from library	a) Library Media Specialist is a school leader to encourage students to read extensively on their own b) Students demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements	a) Library Media Specialist is a school leader to encourage students to read extensively on their own b) Students demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements c) Circulation reports are regularly shared with administration and teachers to provide data regarding students' independent reading habits
Library Media Specialist engages students in author/genre group activities in library	a) There is no connection between library activities and the literacy curriculum	a) There is limited connection between library activities and the literacy curriculum	a) All students show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres	a) All students show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. Students respond to literature and creative expressions of ideas in various formats and genres
Library Media Specialist leads reading motivation initiatives in school	a) There is no reading motivation initiative	a) Library Media Specialist provides some leadership in school reading motivation initiatives	a) Library Media Specialist leads effective reading motivation initiatives in school	a) Library Media Specialist leads highly effective reading motivation initiatives in school

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## Domain 4: Professional Responsibilities

	Ineffective(1)	Partially Effective(2)	Effective(3)	Highly Effective(4)
Reflecting on practice	a) Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional methodologies.	a) Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional methodologies, and facilities to ensure that they are meeting the goals of the library program.	a) Library Media Specialist often reflects on the effectiveness of services, resources, instructional methodologies, and facilities to ensure that they are meeting the goals of the library program. The Library Media Specialist considers changes necessary to ensure that future needs are met for a growing, dynamic program.	Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional methodologies, and facilities to ensure that they are meeting the goals of the library program. The Library Media Specialist regularly determines and shares changes necessary to ensure that future needs are met for an expanding, dynamic program.
Communicating with school staff and community	a) Library Media Specialist does not communicate with the school staff and community about the library program and services.	a) Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources, and services.	a) Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources, and services.	a) Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed, and employs evidence to promote the effectiveness of instructional efforts based on professional resources to communicate the development of the library program, new resources, and services. The Library Media Specialist actively solicits feedback and input from the school's students and staff to improve the program and services.



	<b>Ineffective(1)</b>	<b>Partially Effective(2)</b>	<b>Effective(3)</b>	<b>Highly Effective(4)</b>
Growing and Developing Professionally	School librarian makes no attempt to go beyond what is required for maintaining certification. School librarian resists feedback on performance from either supervisors or more experienced colleagues. School librarian makes no effort to share knowledge with others or to assume professional responsibilities.	School librarian participates in professional activities when convenient. School librarian accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School librarian contributes to the profession to a limited extent.	School librarian seeks out opportunities for professional development to enhance professional practice. School librarian welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School librarian participates actively in assisting other educators.	School librarian seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School librarian seeks out feedback from both supervisors and colleagues. School librarian initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.
Professional ethics	School librarian does not adhere to the professional ethics of librarianship.	School librarian is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics.	School librarian is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Through teaching and practice the school librarian demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.
Participating in a Professional Community	School librarians' relationships with colleagues are frequently negative or self-serving and the school librarian avoids or refuses to be involved in school and district events and projects.	School librarian participates in school and district events and projects when specifically requested. School librarian usually maintains a positive collaborative relationship with colleagues.	School librarian contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	School librarian makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

