



Domain 1: Planning and Preparation for Learning

**LMS Standard 1: Knowledge of Literature
and Current Trends**

Guiding Questions:

- Is the content appropriate for the age and development of the students?
- Does the teacher librarian/media specialist tailor content to the needs of the students?
- Does the teacher librarian/media specialist have knowledge of literature and current information technology trends?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Drawing on extensive professional resources, teacher librarian/media specialist demonstrates rich understanding of literature and of current trends in information technology.	Teacher librarian/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Teacher librarian/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Teacher librarian/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.

Possible Evidence to look for:

- Posted goals and learning objectives include content material and are age appropriate.
- Teacher librarian/media specialist is able to supplement information provided by textbooks with information from online sources, books in the library collection, and with additional resources.
- Teacher librarian/media specialist is comfortable answering questions.
- Teacher librarian/media specialist adjusts planning and preparation based on collaboration with classroom teachers.



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Domain 1: Planning and Preparation for Learning

LMS Standard 2: Collaboration, Alignment and Lessons

Guiding Questions:

- Is content being taught related to core (including technology) curriculum?
- Are lessons planned in collaboration with classroom teachers?
- What tools are students using to gather reliable information?
- How does the lesson relate to classroom instruction?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.	Teacher librarian/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Teacher librarian/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for informational skills within those standards.	Teacher librarian/media specialist demonstrates little or no knowledge of the school's content standards of students' needs for information skills within those standards.

Possible Evidence to look for:

- Students and classroom teachers can explain how to find and cite credible information.
- Students complete assignments using tools introduced by the teacher librarian/media specialist.
- Students can tell how and why the lesson is connected to previous learning because lesson and unit objectives are posted for students to know and understand and are connected to long-term learning goals.
- Teacher librarian/media specialist anticipates misunderstandings students might have and plans strategies for eliminating them.
- Students demonstrate success on external assessments (check for understanding).



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Domain 1: Planning and Preparation for Learning

LMS Standard 3: Goals

Guiding Questions:

- Does the teacher librarian/media specialist have library/media goals that relate to school-wide goals?
- Are library/media goals appropriate to the age of the students?
- Do library/media goals reflect dialogues with teachers and students?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist goals for the media program are high and appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.	Teacher librarian/media specialist goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Teacher librarian/media specialist goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Teacher librarian/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.

Possible Evidence to look for:

- Teacher librarian/media specialist has listed library goals.
- Teacher librarian/media specialist attends PLC or department meetings.
- Teacher librarian/media specialist shares goals with administrator(s).



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Domain 1: Planning and Preparation for Learning

LMS Standard 4: Knowledge of Resources

Guiding Questions:

- Does teacher librarian/media specialist/media specialist instruct students in the use of print, electronics and other resources?
- Do the resources compliment textbooks and other materials already in use?
- Are students selecting credible sources?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources to enrich the school's program.	Teacher librarian/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.	Teacher librarian/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.	Teacher librarian/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.

Possible Evidence to look for:

- Students gather information from different types of sources.
- Students can state why they think their sources are credible. Teacher demonstrates knowledge of behavior strategies (e.g. positive reinforcement, grouping.)
- Students demonstrate an awareness of school and classroom expectations.



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Domain 1: Planning and Preparation for Learning

LMS Standard 5: Planning Program

Guiding Questions:

- Has teacher librarian/media specialist planned lessons to enhance classroom instruction?
- Has teacher librarian/media specialist consulted with classroom teachers when planning instruction?
- Does teacher librarian/media specialist have a collection development plan??

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/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.	Teacher librarian/media specialist's plan is well designed to support both teachers and students in their information needs.	Teacher librarian/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Teacher librarian/media specialist's program consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Possible Evidence to look for:

- Teacher librarian/media specialist has consulted with classroom teachers to plan instruction.
- Teacher librarian/media specialist implements collection development plan for the library.



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Domain 1: Planning and Preparation for Learning

LMS Standard 6: Evaluation

Guiding Questions:

- How does the teacher librarian/media specialist evaluate the library/media program?
- What plans does the teacher librarian/media specialist have for improving the library/media program?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Teacher librarian/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Teacher librarian/media specialist has a rudimentary plan to evaluate the library/media program.	Teacher librarian/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Possible Evidence to look for:

- Look for statistics that show classes served, books circulated, and resources available.
- Teacher librarian/media specialist collects input from students, staff, and community to improve library/media program.
- Teacher librarian/media specialist submits a report to their administrator(s) evaluating the library/media program.



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Domain 2: Classroom Management/Environment

LMS Standard 7: Relationships/Respect

Guiding Questions:

- Do students and staff feel safe, respected and valued?
- Is there sensitivity shown to others in regards to their culture and level of development?
- How does the teacher librarian/media specialist respond to students' treatment of each other in the library?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Interactions among the teacher librarian/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.	Interactions, both between the teacher librarian/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions, both between the teacher librarian/media specialist and students and among students, 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.	Interactions, both between the teacher librarian/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.

Possible Evidence to look for:

- Students and staff are actively using the library.
- Students and staff frequently use the library for pleasure and research.
- Students and staff frequently use the teacher librarian/media specialist as a resource.
- Respect is demonstrated between staff and students.



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Domain 2: Classroom Management/Environment

LMS Standard 8: Culture

Guiding Questions:

- Does the teacher librarian/media specialist convey the importance of seeking information?
- Does the teacher librarian/media specialist convey the importance of reading literature?
- Are students aware of the options in seeking information?
- Is the teacher librarian knowledgeable about current literature and able to recommend books applicable to students and staff?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.	Teacher librarian/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Teacher librarian/media specialist goes through the motions of seeking information and reading literature, but without any real commitment to it.	Teacher librarian/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.

Possible Evidence to look for:

- Students and staff are able to list and use various tools in seeking information.
- Students and staff demonstrate an excitement about inquiry, new books and technology.
- The teacher librarian/media specialist promotes reading and technology.



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Domain 2: Classroom Management/Environment

LMS Standard 9: Procedures

Guiding Questions:

- Are library routines and procedures established for students and staff?
- Are library assistant's roles clearly defined?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Library routines and procedures (e.g., for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants are clear as to their role and contribute to the success of the library.	Library routines and procedures (e.g., for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Library routines and procedures (e.g., for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Library routines and procedures (e.g., for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.

Possible Evidence to look for:

- Students and staff follow established library guidelines.
- Library assistants perform assigned tasks.



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Domain 2: Classroom Management/Environment

LMS Standard 10: Expectations

Guiding Questions:

- Can the teacher librarian/media specialist clearly articulate library and school expectations?
- Does the teacher librarian/media specialist enforce library and school expectations?
- Do students have ownership of library and school expectations?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Standards of conduct are clear, with evidence of student participation in setting them. Teacher librarian/media specialist's monitoring of student behavior is subtle and preventative, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Standards of conduct appear to be clear to students, and the teacher librarian/media specialist monitors student behavior against those standards. Teacher librarian/media specialist's response to student misbehavior is appropriate and respectful to students.	It appears that the teacher librarian/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.

Possible Evidence to look for:

- Library expectations are taught, reinforced, and re-taught.
- Students are aware of library and school expectations.
- Students demonstrate ownership of library and school expectations.



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Domain 2: Classroom Management/Environment

LMS Standard 11: Physical Space

Guiding Questions:

- Are patrons able to locate what they are looking for?
- Is the library space well organized?
- Is the library attractive and inviting?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.	Teacher librarian/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.	Teacher librarian/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion in locating work areas and information.	Teacher librarian/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 in locating work areas and information.

Possible Evidence to look for:

- Adequate signage is posted around the library.
- Patrons are able to move freely within the library.
- The library is an attractive and inviting space.



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Domain 3: Delivery of Instruction/Service

Standard 12: Maintaining Collection

Guiding Questions:

- How does the teacher librarian/media specialist select materials for the library collection?
- Does the teacher librarian/media specialist periodically purge the collection of outdated materials?
- Is the collection balanced among different areas?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.	Teacher librarian/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Teacher librarian/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Teacher librarian/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.

Possible Evidence to look for:

- The teacher librarian/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues to support state standards.
- The teacher librarian/media specialist periodically purges the collection of outdated material.
- The collection is balanced among different areas.



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Domain 3: Delivery of Instruction/Service

Standard 13: Collaborating

Guiding Questions:

- Does the teacher librarian/media specialist initiate collaboration with classroom teachers?
- Does the teacher librarian/media specialist locate additional resources from sources outside the school?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Teacher librarian/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Teacher librarian/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Teacher librarian/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.

Possible Evidence to look for:

- The teacher librarian/media specialist attends departmental meetings in order to collaborate.
- The teacher librarian/media specialist shares at staff meetings the resources he/she can offer to classroom teachers.
- The teacher librarian/media specialist is able to locate additional resources when needed.



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Domain 3: Delivery of Instruction/Service

LMS Standard 14: Professional Community

Guiding Questions:

- Does the teacher librarian/media specialist make a substantial contribution to school and district events?
- Does the teacher librarian/media specialist assume leadership with colleagues?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist makes a substantial contribution to school, district, state or national events and projects and assumes leadership with colleagues.	Teacher librarian/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Teacher librarian/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Teacher librarian/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.

Possible Evidence to look for:

- The teacher librarian/media specialist assumes leadership roles in school, district, state, or national committee work/workshops.
- The teacher librarian/media specialist is a member of the state or national library organization.
- The teacher librarian/media specialist pursues current developments through professional journals.



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Domain 3: Delivery of Instruction/Service

LMS Standard 15: Student Engagement

Guiding Questions:

- Are students engaged in enjoying literature and learning information literacy skills?
- Are students taking initiative in engaging their peers in reading and information literacy?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Students are highly engaged in enjoying literature and in learning information literacy skills and take initiative in ensuring the engagement of their peers.	Students are engaged in enjoying literature and in learning information literacy skills because of effective design of activities, grouping strategies, and appropriate materials and instructional delivery.	Only some students are engaged in enjoying literature and in learning information literacy skills due to uneven design of activities, grouping strategies, or partially appropriate materials and some instructional delivery.	Students are not engaged in enjoying literature and in learning information literacy skills because of poor design of activities, poor grouping strategies, inappropriate materials and no instructional delivery.

Possible Evidence to look for:

- Students write book reviews, give book talks, and instruct their peers in the information seeking process.



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Domain 3: Delivery of Instruction/Service

LMS Standard 16: Technology

Guiding Questions:

- Does the teacher librarian/media specialist provide instruction in the use of technology in the library?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library.	Teacher librarian/media specialist provides sessions to assist students and teachers in the use of technology in the library.	Teacher librarian/media specialist assists students and teachers in the use of technology in the library when specifically asked to do so.	Teacher librarian/media specialist declines to assist students and teachers in the use of technology in the library.

Possible Evidence to look for:

- Students and staff seek technology instruction from the teacher librarian/media specialist both formally and informally.



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Domain 3: Delivery of Instruction/Service

LMS Standard 17: Flexibility and Differentiation

Guiding Questions:

- Does the teacher librarian/media specialist willingly adjust schedules or instruction according to the needs of student and staff?
- Does the teacher librarian/media specialist adjust instruction or grouping based on student needs?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist is willingly flexible and makes changes as needed in response to student, parent, or teacher requests and needs. Teacher librarian/media specialist differentiates groups or instruction based on student need.	Teacher librarian/media specialist is flexible and makes changes as needed in response to student, parent, or teacher requests and needs. Teacher librarian/media specialist usually differentiates groups or instruction based on student need.	Teacher librarian/media specialist is sometimes flexible and makes changes as needed in response to student, parent, or teacher requests and needs. Teacher librarian/media specialist sometimes differentiates groups or instruction based on student need.	Teacher librarian/media specialist is not flexible and does not make changes as needed in response to student, parent, or teacher requests and needs. Teacher librarian/media specialist does not differentiate groups or instruction based on student need.

Possible Evidence to look for:

- Classroom teachers feel comfortable approaching the teacher librarian/media specialist in making changes to schedules and instruction.
- The teacher librarian/media specialist differentiates according to student's needs. Lesson plans incorporate data from pre-assessments (e.g., diagnostics) and are revised accordingly.



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Domain 4: Monitoring, Assessment and Follow-up

LMS Standard 18: Criteria and Recognition

Guiding Questions:

- Does the teacher librarian/media specialist help develop criteria?
- Do students have access to and understand rubrics or criteria before they are used?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist collaborates with the classroom teacher to develop criteria for proficient work, including rubrics and exemplars. Rubrics are clearly defined and accessible.	Teacher librarian/media specialist often collaborates with the classroom teacher to develop criteria for proficient work, including rubrics and exemplars. Rubrics are defined and accessible.	Teacher librarian/media specialist occasionally collaborates with the classroom teacher to develop criteria for proficient work.	Teacher librarian/media specialist does not collaborate with the classroom teacher and does not develop criteria for proficient work.

Possible Evidence to look for:

- Teacher librarian/media specialist has collaborated with classroom teachers to develop assessment criteria.
- Assessment rubrics and guidelines are accessible or posted in the room.
- Criteria for work have been reviewed with students and are revisited before being used to assess assignments.



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Domain 4: Monitoring, Assessment and Follow-up

LMS Standard 19: Assessment

Guiding Questions:

- Is the teacher librarian/media specialist working with classroom teachers in using assessment data?
- Does the teacher librarian/media specialist use a variety of effective methods to check for understanding?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Works with classroom teachers to use assessment data, fine-tune teaching, re-teach, and help struggling students. Uses a variety of effective methods to check for understanding.	Uses data from assessments to adjust teaching, re-teach, and follow up with failing students. Frequently checks for understanding and gives students helpful information if they seem confused.	Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.

Possible Evidence to look for:

- The teacher librarian/media specialist works with classroom teachers to use assessment data.
- The teacher librarian/media specialist moves around the room engaging in short, probing conversations with students.



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Domain 4: Monitoring, Assessment and Follow-up

LMS Standard 20: Reflection and Analysis

Guiding Questions:

- Does teacher librarian/media specialist participate in curriculum meetings with other staff members in the building?
- Does the teacher librarian/media specialist have in-depth knowledge of the subject area? Do they review any weak areas before teaching the lesson?
- Is the teacher librarian/media specialist a self-directed learner when it comes to professional growth opportunities?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Possible Evidence to look for:

- The teacher librarian/media specialist participates in curriculum meetings and library media meetings.
- The teacher librarian/media specialist can describe best practices when it comes to instruction, the content area, and research.
- The teacher librarian/media specialist is constantly pursuing professional growth opportunities and applies what he/she learns.



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Domain 5: Family and Community Outreach

LMS Standard 21: Belief

Guiding Questions:

- Does the teacher librarian/media specialist take into account not only the learning but also the cultural needs of the students?
- Does the teacher librarian/media specialist communicate, both verbally and nonverbally, a belief all students can and should succeed?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Shows an in-depth knowledge (e.g., academic, cultural, values, beliefs) of the school community and a strong belief that students will succeed.	Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each student's ability.	Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the student.	Is insensitive to family values or culture and does not communicate knowledge of the student.

Possible Evidence to look for:

- The teacher librarian/media specialist has been trained in SIOP, assessment, curriculum design, understanding poverty, and/or other workshops that help him/her to understand and best teach to students' backgrounds, culture, and learning styles.



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Domain 5: Family and Community Outreach

LMS Standard 22: Communication

Guiding Questions:

- Does the teacher librarian/media specialist reach out to parents and the larger community?
- Does the teacher librarian/media specialist utilize online communication with the state library association?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Teacher librarian/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.	Teacher librarian/media specialist engages in outreach efforts to parents and the larger community.	Teacher librarian/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Teacher librarian/media specialist makes no effort to engage in outreach efforts to parents or the larger community.

Possible Evidence to look for:

- The teacher librarian/media specialist communicates with parents.
- The teacher librarian/media specialist utilizes the online communication with the state library association.



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Domain 5: Family and Community Outreach

LMS Standard 23: Responsiveness

Guiding Questions:

- Does the teacher librarian/media specialist communicate respectfully, effectively and clearly with parents?
- Does the teacher librarian/media specialist respond to parent questions or concerns in a timely manner?
- Is the teacher librarian/media specialist proactive in working with parents in situations that have the potential to turn negative?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds promptly to parent concerns and makes parents feel welcome at school.	Is slow to respond to some parent concerns and comes across as unwelcoming in the library.	Does not respond to parent concerns and makes parents feel unwelcome in the library.

Possible Evidence to look for:

- The teacher librarian/media specialist communicates with parents in a respectful and positive manner in all situations.
- The teacher librarian/media specialist responds to parent concerns within a day of receiving them.
- The teacher librarian/media specialist shows empathy to parent concerns.
- The teacher librarian/media specialist's non-verbal cues match what he/she is saying to the parent.



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Domain 6: Professional Responsibilities

LMS Standard 24: Professionalism

Guiding Questions:

- Does the teacher librarian/media specialist respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
- Does the teacher librarian/media specialist reliably perform required duties as assigned?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Presents self as a consummate professional and always observes appropriate boundaries and expectations.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries.	Frequently acts and/or present self in an unprofessional manner and violates boundaries.

Possible Evidence to look for:

- The teacher librarian/media specialist communicates in a respectful and positive manner to everyone.
- The teacher librarian/media specialist can be counted on to complete all required duties, reports and paperwork.
- The qualities of a consummate professional may include regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality, and among other qualities applicable to the position and school expectations.



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Domain 6: Professional Responsibilities

LMS Standard 25: Working with Teams

Guiding Questions:

- Is the teacher librarian/media specialist aware of building and district initiatives?
- How does the teacher librarian/media specialist support these initiatives?
- What strategies or actions does the teacher librarian/media specialist apply to facilitate the implementation of building and district initiatives?
- What leadership roles has the teacher librarian/media specialist pursued at the school and district level?
- Does the teacher librarian/media specialist positively contribute to the school's mission?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to change instruction.	Collaborates with colleagues to plan units and share teaching ideas and look at student work.	Meets regularly with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and is not open to collaboration.

Possible Evidence to look for:

- The teacher librarian/media specialist is able to inspire others to adopt, support, and participate in building and district initiatives.
- The teacher librarian/media specialist highly values collaboration and positive relationships and is frequently involved in site and district improvement projects/taskforces.
- The teacher librarian/media specialist meets frequently with collaboration teams, such as PLCs.
- The teacher librarian/media specialist positively contributes to the school's mission.



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Domain 6: Professional Responsibilities

Standard 26: Self-Improvement

Guiding Questions:

- Is the teacher librarian/media specialist a self-directed learner when it comes to professional growth opportunities?
- What leadership roles has the teacher librarian/media specialist pursued at the school and district level?

Highly Effective 4	Effective 3	Needs Improvement 2	Does Not Meet 1
Seeks out best practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.

Possible Evidence to look for:

- The teacher librarian/media specialist can describe best practices when it comes to instruction, content area, and research.
- The teacher librarian/media specialist is constantly seeking to improve his/her performance through professional growth opportunities as a life-long learner by reading, writing, reflecting and sharing with others.