RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Library Media Specialist
Professional Practice Rubric
and Evaluation Summary

Effective Date: 7.1.25

I. PLANNING AND PREPARATION FOR LEARNING

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. Knowledge	Is an expert in library and information technology; demonstrates a rich understanding of literature and child development as it relates to how students learn.	Demonstrates thorough knowledge of current trends in library and information technology and literature and has a good grasp of child development as it relates to how students learn.	Is somewhat familiar with library and information technology, has limited knowledge of literature and/or has a few ideas about how students learn.	Has little familiarity with library and information technology or literature or how students learn.
b. Units	Plans almost all units with big ideas, essential questions, knowledge, skills, transfer, and based on the students' prior knowledge.	Plans most units with big ideas, essential questions, knowledge, skills, and with consideration of the students' prior knowledge.	Plans lessons with some thought to larger goals and objectives.	Teaches on an *ad hoc* basis with little or no consideration for long range curriculum goals.
c. Diagnosis	Plans and implements a well-constructed diagnostic assessment and uses the information to fine tune instruction.	Plans and implements a diagnostic assessment and makes small adjustments based on the data.	Plans instruction with limited diagnosis of students' skills and knowledge.	Plans instruction without diagnosing students' skills and knowledge.
d. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Considers one or two ways students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
e. Lessons	Designs lessons with clear, measurable goals closely aligned with curriculum frameworks, information technology, library and classroom teacher's unit goals, and state and district standards.	Designs lessons aligned with curriculum frameworks, information technology, library and classroom teacher's unit goals and state standards.	Designs lessons with unit goals in mind and/or some consideration of the classroom teacher's unit goals.	Does not plan or design lessons with unit goals in mind.
f. Engagement	Designs highly relevant lessons that will motivate virtually all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
g. Materials	Designs lessons that use an effective mix of high quality, materials and technology with an emphasis on equity and access for all students.	Designs lessons that use appropriate materials and technology with an emphasis on equity and access for all students.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
h. Environment	Uses room arrangement, materials, and displays to create an inviting climate and maximize student learning.	Organizes library furniture, materials, and displays to support student learning.	Organizes furniture and materials to support student learning with only a few displays.	Does not organize furniture to support student learning. Has hard-to-access materials and few wall displays.
i. Differentiation	Designs lessons that consider all student learning needs, styles, and interests.	Designs lessons that consider most student learning needs, styles, and interests.	Plans lessons that only consider some student learning needs, styles, or interests.	Plans lessons that do not consider student learning needs, styles, or interests.
j. Collaboration	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.	Library/media specialist consistently collaborates with classroom teachers in the design of instructional lessons and units.	Library/media specialist occasionally collaborates with classroom teachers in the design of instructional lessons and units.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.

Overall rating: _____ Comments:

2019, 2022, 2023, 2024, 7.1.25

II. LIBRARY BEHAVIOR MANAGEMENT

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. Expectations	Is direct, specific, consistent and tenacious in communicating and enforcing high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with *ad hoc* rules and consequences as events unfold during the year.
b. Relationships	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
c. Respect	Interactions among the library/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 between the library/media specialist and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural differences and developmental needs of students.	Interactions, both between the library/media specialist and student 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 between the library/media specialist and students are negative, inappropriate, or insensitive to students' cultural backgrounds.
d. Social-emotional	Successfully develops social-emotional skills to support positive interactions among students.	Fosters positive interactions among students and teaches useful social-emotional skills.	Attempts to foster interactions among students and to teach social skills with minimal success.	Does not attempt to foster interactions among students or teach social skills.
e. Routines	Successfully implements library routines so that students internalize them over the course of the year.	Teaches library routines so that students increasingly maintain them throughout the year.	Tries to teach students library routines, but many of the routines are not maintained throughout the year.	Does not teach library routines and instead is constantly prompting students.
f. Student Responsibility	Successfully develops students' self-discipline and sense of responsibility for their actions.	Holds students responsible for their actions and encourages a sense of accountability.	Tries but may be unsuccessful in getting students to be responsible for their actions.	Is unsuccessful in fostering students' self discipline and sense of responsibility for their actions.
g. Repertoire	Has highly varied classroom management repertoire and implements strategies appropriately and effectively.	Has a repertoire of classroom management strategies and implements them as needed.	Has limited classroom management strategies and may struggle with implementation.	Has few classroom management strategies and frequently struggles with implementation.
h. Efficiency	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and resolves virtually all discipline problems.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.

Overall rating: _____ Comments:

III. DELIVERY OF INSTRUCTION

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. Learning Expectations	Conveys high learning expectations and convinces all students they will master the material.	Sets high learning expectations and encourages students to master the material.	Sets high expectations for some students for learning and tells students they need to work hard.	Sets minimal expectations for learning.
b. Mindset	Fosters an environment in which students are risk-takers, learn from their mistakes and believe that through effective effort, they will improve their skills and knowledge.	Encourages students to learn from their mistakes and believe that through effective effort, they will improve their skills and knowledge.	Corrects students when they make mistakes but does not guide student learning from their errors.	Does not help students see mistakes as a learning tool; students do not feel comfortable taking risks.
c. Goals	Uses essential questions, goals, lesson objectives, exemplars and other strategies to give students a clear sense of purpose in each lesson.	Communicates lesson objectives to give students a clear sense of purpose.	Attempts to communicate the main learning objective of each lesson plan to students.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Makes meaningful connections to students' prior knowledge, experiences and skills.	Activates students' prior knowledge and their interests.	Sometimes activates students' prior knowledge and/or interests.	Rarely makes connections to students' lives.
e. Clarity	Presents material thoroughly and succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
f. Repertoire	Uses a wide range of well-chosen, effective strategies, questions, materials, technology and groupings to accelerate student learning.	Orchestrates effective strategies, questions, materials, technology and groupings to foster student learning.	Uses a limited range of classroom strategies, questions, materials and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g Engagement	Gets virtually all students involved in focused activities, active learning and problem-solving.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved, but some students are disengaged.	Does not effectively implement engagement strategies, and many students are disengaged.
h. Differentiation	Successfully reaches virtually all students by skillfully differentiating and scaffolding and/or using peer and adult helpers.	Differentiates and scaffolds instruction and/or uses peer or adult helpers to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
i. Nimbleness	Deftly adapts lessons to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.

j. Closure	Consistently facilitates appropriate summary, reflection and application to real-life situations at the end of each lesson.	Provides opportunities for summary, reflection and/or application to real life situations at the end of the lesson.	Rarely asks students to summarize or think about real-life applications for what they are studying at the end of the lesson.	Moves on at the end of each lesson without having students summarize or internalize.

Overall rating: _____ Comments:

IV. FAMILY AND COMMUNITY OUTREACH

Library Media Specialist:	**4 Highly Effective**	**3 Effective**	**2 Improvement Needed**	**1 Does Not Meet Standard**
a. Respect	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b. Support	Frequently informs parents about how to appropriately support and enrich the curriculum at home.	Informs parents about how to support the curriculum at home.	Occasionally informs parents about how to help students at home.	Does not communicate with parents about how to help students at home.
c. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
d. Community Outreach	Frequently publicizes library materials, activities and resources in a variety of ways to students, families and staff	Publicizes library materials, activities and resources to students, families and staff.	Occasionally publicizes library materials, activities and resources to students, families and/or staff.	Never publicizes library materials activities and/or resources.
e. Curriculum Outreach	Frequently collaborates with families, community agencies, and/or experts in the field to enrich and broaden learning opportunities for students in a variety of ways.	Collaborates with families, community agencies, and/or experts in the field to enrich and broaden learning opportunities for students.	Attempts to collaborate with families, community agencies, and/or experts in the field to enrich and broaden learning opportunities for students.	Does not collaborate with families, community agencies, and/or experts in the field to enrich and broaden learning opportunities for students.
f. Technology Use	Is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	Initiates sessions to assist students and teachers in the use of technology in the library/media center.	Assists students and teachers in the use of technology in the library/media center when asked to do so.	Declines to assist students and teachers in the use of technology in the library/media center even when asked.

Overall rating: _____ Comments:

V. FACILITY MANAGEMENT

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. **Goal Setting**	Develops goals for the media program that are clear and appropriate to the situation in the school and aligned with the school goals, in collaboration with administrators and colleagues.	Develops goals for the media program that are clear and appropriate to the situation in the school and to the age of the students.	Develops goals for the media program that are partially suitable to the situation in the school and to the age of the students.	Has not developed goals for the media program; or, goals that have been developed are inappropriate either to the situation in the school or to the age of the students.
b. **Knowledge of Library Resources**	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.	Is fully aware of resources available for students and teachers in the school, district and larger community to advance program goals.	Demonstrates basic knowledge of resources available for students and teachers in the school, district and larger community to support program goals.	Demonstrates little or no knowledge of resources available for students and the school, district and larger community.
c. **Program Planning**	Has a highly coherent plan that takes into account the competing demands of scheduled time in the library, consultative and collaborative work with teachers, and works in maintaining and extending the collection.	Has a well-designed plan to support both teachers and students in their information needs.	Has a plan, but does not implement it to support both teachers and students in their information needs.	Does not have a plan for how to support both teachers and students in their information needs.
d. **Technology**	Actively pursues acquisition of appropriate technology and ensures that it incorporates seamlessly into library programs and services.	Facilitates access to appropriate technology and ensures that it supports library programs and services.	Uses existing technology and troubleshoots when necessary.	Uses technology only when necessary to operate the circulation system.
e. **Materials Selection**	Utilizes an up-to-date consideration file, selects materials for the collection thoughtfully from approved library review media and in consultation with teaching colleagues and district or professional guidelines in selecting materials for the collection. Periodically purges the collection of outdated materials. Collection is well-balanced among different areas.	Consistently applies collection development policy and builds the collection in consultation with teaching colleagues. Collection is balanced among different areas. Utilizes a consideration file, accesses reliable review and district or professional guidelines in selecting materials for the collection. Periodically purges the collection of outdated materials.	Is inconsistent in using a consideration file; occasionally reads reviews, and attempts to adhere to district or professional guidelines in selecting materials. Occasionally discards old books. Collection may lack balance among different areas.	Collection is not well balanced. Fails to adhere to district or professional guidelines in selecting materials; does not purge the collection of outdated material. Collection is unbalanced.
f. **Budgeting**	Anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	Honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Is partially successful in efforts to prepare a budget, sometimes responds to teacher requests and follows procedures. Inventories and reports are sometimes submitted on time.	Ignores teacher requests when preparing requisitions and budget, or does not follow established procedures. Inventories and reports are routinely late.

g. Library Processing	Places orders efficiently from approved vendors to maximize discounts, expeditiously processes materials when received and makes them available for use quickly.	Places orders from approved vendors to obtain discounts, processes materials and makes them available for use in a timely manner.	Sometimes orders from approved vendors, but does not always maximize funds use; processes materials inefficiently, delaying their use.	Generates orders at the last minute to expend funds; does not process materials received until prodded by a specific need.

Overall rating: _____ Comments:

VI. PROFESSIONAL RESPONSIBILITIES

	4 Highly Effective	**3 Effective**	**2 Improvement Needed**	**1 Does Not Meet**
a Reliability	Carries out paperwork, duties, and assignments conscientiously and thoroughly; prioritizes tasks; keeps meticulous records and meets all deadlines.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; and keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips or is late with paperwork, duties, and assignments; frequently makes errors in records.
b Professionalism	Always maintains appropriate boundaries and consistently demonstrates professional demeanor in speech, writing, actions and appearance.	Maintains appropriate boundaries and usually demonstrates professional demeanor in speech, writing, actions and appearance.	Inconsistently maintains appropriate boundaries and occasionally demonstrates professional demeanor in speech, writing,actions and appearance.	Rarely maintain appropriate boundaries; rarely demonstrates professional demeanor in speech, writing,actions and appearance
c Judgment	Is invariably ethical, honest and transparent, consistently uses good judgment, respects confidentiality, and effectively utilizes established channels of communication to address situations and holds others to the same standard.	Is ethical and transparent, uses good judgment, maintains confidentiality with student information and utilizes established channels of communication to address situations.	Occasionally acts in an ethically questionable manner, uses questionable judgment, discloses confidential student information and/or inconsistently uses established channels of communication to address situations.	Acts in an ethically questionable manner, uses poor judgment, discloses confidential student information, and/or fails to respect established channels of communication.
d Contributions to the School Community	Proactively anticipates, demonstrates and cultivates in others a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
e Leadership	Consistently contributes voice, expertise and practices to actively influence and improve student learning and growth, and fosters a culture of collective efficacy.	Regularly contributes voice, expertise and practices to actively influence and improve student learning and growth.	Occasionally contributes voice, expertise and practices to influence and improve student learning and growth.	Rarely or does not contribute voice, expertise and practices to influence and improve student learning and growth.

f **Openness**	Actively seeks out feedback and suggestions from a variety of stakeholders and consistently uses feedback to improve performance.	Is open to feedback and suggestions from a variety of stakeholders and acts upon feedback to improve performance	Is sometimes resistant to accepting feedback and/or changing classroom practice.	Is often resistant to accepting feedback and/or changing classroom practice.
g **Collaboration**	Actively seeks out collaboration with colleagues to plan units, share teaching and learning ideas, and analyze data.	Collaborates with colleagues to plan units, share teaching and learning ideas, and analyze data.	Occasionally collaborates with colleagues to share ideas about teaching and learning.	Rarely collaborates with colleagues to share ideas about teaching and learning.
h **Professional Development**	Actively seeks out opportunities for professional development and effectively applies new learning to practice.	Participates in professional development opportunities and applies new learning to practice.	Participates only in required professional development activities and/or inconsistently applies new learning to practice.	Does not participate in professional development activities and/or does not apply learning to improve practice.
i **Reflecting on Practice**	Consistently, accurately and objectively participates in the cycle of reflection, noting specific strengths and areas for growth. Identifies and follows through with next steps for professional growth to impact student outcomes.	Accurately and objectively reflects on practice, noting strengths and areas for growth. Identifies next steps for professional growth to impact student outcomes.	Reflects on some aspects of practice, noting strengths or areas for growth. Inconsistently make adjustments based on reflection.	Rarely reflects on practice or reflections are inaccurate.

Overall rating: _____ Comments:

Evaluation Summary Page

Library Media Specialist's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Planning and Preparation for Learning

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Library Behavior Management

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Delivery of Instruction

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Family and Community and Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Facility Management

Highly Effective Effective Improvement Needed Does Not Meet Standards

VI. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Evaluator's comments including goal progress:

Library Media Specialist comments:

Evaluator's Signature: _____ Date: _____

Library Media Specialist's Signature: _____ Date: _____

(The library media specialist's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)