Paterson Public Schools

Librarian/Media Specialist
Practice Rubric

Professional Educator Performance Standards

1. **Preparation for Instruction (x2)**
   - ❖ **Professional educators prepare for quality instruction using a comprehensive approach.**

2. **Use of Data to Inform Instruction (x2)**
   - ❖ **Professional educators use data to inform instruction.**

3. **Delivers Quality Instruction (x3)**
   - ❖ **Professional educators deliver quality instruction.**

4. **Interventions to Meet Diverse Needs (x3)**
   - ❖ **Professional educators increase the probability of advancing individual student achievement.**

5. **Library Environment (x2)**
   - ❖ **Professional educators establish a culture that is conducive to student well-being and learning.**

6. **Leadership (x2)**
   - ❖ **Professional educators are responsible for professional growth and positive leadership.**

7. **Professional Responsibilities (x1)**
   - ❖ **Professional educators have a responsibility to the profession, the district, parents, students and the public.**

PERFORMANCE STANDARD #1: PREPARATION FOR INSTRUCTION
Professional educators prepare for quality service using a comprehensive approach.

Service and Support *The Librarians should know and be able to:*	Level of Performance The Librarians performing at this level:				
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Performance Indicators/Evidence*
Inquiry-Based Learning Inquiry Based learning is a program where students are challenged to question, think critically, acquire, evaluate, draw conclusions and create and share new knowledge.	☐Librarian demonstrates little or no knowledge of Inquiry-Based Learning. • 0 teachers in collaborative sessions	☐Librarian is aware of the need and has taken some planning steps to: • a collaboratively planned inquiry-based program* • a program aligned to the New Jersey adopted Learning Standards. • 1-2 teachers in collaborative sessions	☐Librarian is developing and promoting: • a collaboratively planned inquiry-based program* • a program aligned to the New Jersey Adopted Learning Standards. • 3-4 teachers in collaborative sessions	☐Librarian has developed and is implementing & promoting: • a collaboratively planned* inquiry-based program based on classroom topics of student and the research process, • a program aligned to the New Jersey Adopted Learning Standards. • 5 or more school/instructional staff members in collaborative sessions	• Research driven by essential question • Use of Research Process Rubrics in Research Process Skills Curriculum (K-12) • Librarian collaborates with teachers for student learning* • Curriculum mapping for Inquiry • Written goals and objectives, with timelines • Students create knowledge products, often with use of available technology • Evidence of student statistics, data, and analyses. • Collaboration logs inclusive of lesson plans and signatures of collaborating teachers
Curriculum Alignment Librarian collaborates to align instruction (and program goals) to New Jersey Adopted Learning Standards.	☐Little collaborative planning takes place between librarian and classroom teachers*; Little use of library resources to support the New Jersey adopted Learning Standards.	☐Librarian provides resources to classroom teachers and sometimes helps to make real world connections for students; Librarian's teaching is related to the New Jersey adopted Learning Standards, but only sometimes collaboratively planned.	☐Librarian collaborates with teachers to improve instruction* and teaches information literacy within the New Jersey adopted Learning Standards when implementing the District's Research Process Skills Curriculum (K-12).	☐Librarian collaborates with most teachers to improve instruction* and teaches information literacy within the New Jersey adopted Learning Standards when implementing the District's Research Process Skills Curriculum (K-12).	• Collaboration logs • Librarian curriculum plan/maps • Librarian curriculum plan/maps are aligned with Common Core curriculum and integrated in content areas • Librarian teaches collaboratively rather than in isolation • Use of Research Process Rubrics in Research Process Skills Curriculum (K-12).

Service and Support	Level of Performance — The Librarians performing at this level:				
The Librarians should know and be able to:	*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*	*Performance Indicators/Evidence*
Instructional Plan Librarian has a long-term instructional and program plan (developed collaboratively with the school community*) leading to college and career readiness.	☐No goals have been set or aligned with curriculum; Librarian has no interest in setting goals.	☐Librarian has random goals based on good ideas.	☐Librarian has some articulated goals, and a short-term program plan, but plans are not fully tied to assessments.	☐Librarian sets goals for student achievement and communicates annual program goals to building teachers. Goals are aligned with building and district mission statements.	• One year instructional focus •Reading program goals supported • Research findings used to set goals • Librarian participates in assessment item analysis when appropriate (i.e. PARCC ELA Research Simulation results).
College and Career Readiness Librarian sets high expectations for college and career readiness and fosters intellectual rigor.	☐Librarian accepts poor work without question; Librarian does not engage the students in challenging intellectual tasks while engaged with informational text. Librarian assigns busy work well beneath the ability level of the students.	☐Librarian accepts the status quo or creates instructional activities that are based on rote learning, transfer of information from texts, reports and worksheets. Librarian avoids rigor for the sake of mechanical completion of student work.	☐Librarian often improves student performance. Librarian implements the use of non-fiction resources appropriate for grade level, and sustains challenging, authentic, intellectual work for all learners; Librarian recognizes potential and develops it in learners.	☐Librarian encourages the success of all students; Librarian actively encourages the use of non-fiction resources appropriate for grade level, and sustains challenging, authentic, intellectual work for all learners; Librarian works with teachers to transform learning for rigor and relevance.	• Research driven by essential question • Students generate questions to guide research • Independent practice • Reflection and sharing • Scaffolding of skills • Process portfolios • Reflective note taking • Rubrics • Peer questioning

STANDARD #1 PERFORMANCE RATING	☐ (2) Unsatisfactory	☐ (4) Progressing I	☐ (6) Progressing II	☐(8) Proficient I	☐(10) Proficient II	☐ (12) Proficient III	☐ (14) Exemplary

PERFORMANCE STANDARD #2: USE OF DATA TO INFORM INSTRUCTION

Professional educators use data to inform instruction.

Service and Support *The Librarians should know and be able to:*	Level of Performance The Librarians performing at this level:				
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Performance Indicators/Evidence*
Independent Reading Librarian provides materials and fosters independent reading to support the curriculum, reading for enjoyment, and lifelong learning.	☐Librarian places no particular emphasis on reading; Students generally do not use the library to obtain reading materials, either for academic or personal interests.	☐Librarian supports reading through occasional events; Some classroom teachers collaborate with librarian to promote reading in their classrooms.	☐Librarian is focused on reading with attention to integrating with classroom activities and motivating students to read on own; Teachers collaborate with librarian to extend reading beyond classrooms and foster independent reading for academic and personal pursuits.	☐Librarian fosters district-wide focus on building independent readers, reading motivation, and a reading culture where all students and adults read; Reading culture extends beyond school to broader community involving parents, community members, and public libraries.	• Reading list with current titles • Reading logs • Summer Reading Program promotion • Circulation/collection statistics • Book talks • Modeling reading strategies • Motivates students to read • Reading motivation program (i.e. Accelerated Reader, 50 Book Club) • Book loan program (Paterson Public Library)

Assessment Plan for Achievement					
Assessment Plan for Achievement Librarian develops and articulates a plan for performance based assessment of information literacy skills.	☐Performance based rubric implementation is haphazard and unclear; Student progress in information literacy skills is assessed only through periodic testing.	☐ Some assessment of student achievement on final products is done with performance based rubrics; Students are assessed solely on content knowledge in library projects, not on development of information access and use; Librarian can articulate some assessment examples being used.	☐Librarian and classroom teachers collaborate on implementation of Research Process Rubric for information literacy and technology skills; Assessment of information skills is a regular part of the assessment of student work; Librarian can articulate assessment examples, if asked.	☐Student assessment includes Research Process Rubric for all grades and most content; Classroom teachers collaborate with Librarian to assess information skill*. • Students regularly self-assess. Librarian is invited to and participates actively in school-wide analysis of student performance data to inform instruction and promote achievement.	• Formative and summative assessments • Checklists of research activity • Research Process Rubric scores of student work • Librarian student-teacher conferences • Journaling and portfolio assessments • Librarian and classroom teacher collaboration on assessment* • Assessment closure activities • Articulation of plan and expectation • Student information skills project

STANDARD #2 PERFORMANCE RATING	☐ (2) Unsatisfactory	☐ (4) Progressing I	☐ (6) Progressing II	☐(8) Proficient I	☐(10) Proficient II	☐ (12) Proficient III	☐ (14) Exemplary

PERFORMANCE STANDARD #3: DELIVERS QUALITY INSTRUCTION

Professional educators deliver quality instruction.

Service and Support The Librarians should know and be able to:	Level of Performance The Librarians performing at this level:				
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Performance Indicators/Evidence*
Information Literacy and Technology Librarian teaches information and literacy skills and the use of technology for learning.	☐Librarians does not implement District's Research Process Skills Curriculum (K-12) .	☐Librarian collaborates with classroom teachers to partially implement District's Research Process Skills Curriculum (K-12) * .	☐Librarian collaborates with classroom teachers to implement District's Research Process Skills Curriculum (K-12), following the Research Process Skills Continuum and using the provided Research Process Rubrics to guide students in inquiry based research activities* .	☐Librarian collaborates with classroom teachers to implement District's Research Process Skills Curriculum (K-12), following the Research Process Skills Continuum and using the provided Research Process Rubrics to guide students in inquiry based research activities which incorporate their own ideas within the research* .	• Research Process Rubrics • Student research displays including citations • Projects display use of multiple valid information sources • Students' projects often involve media creation and/or other technology integration when available • Students successfully navigate information and misinformation • Students can articulate the need to cite sources
Questioning Librarian promotes a culture of questioning, information seeking, investigation and discovery.	☐Research questions are teacher-created and answerable on Google or basic reference; • Worksheets guide all learning endeavors allowing minimal room for creative thinking or brainstorming.	☐Research is skills-focused, content coverage, or process-driven with questions predefined, but librarian realizes teacher-librarian teams need higher order thinking activities.	☐Librarian works cooperatively with teachers to transform low level assignments that are teacher-directed into Inquiry based learning endeavors where students generate meaningful questions and frame research questions that go beyond fact gathering.	☐Librarian designs learning tasks that are student-centered rather than teacher directed promoting lifelong learning by teaching via an Inquiry process; Librarian facilitates and models question development; students generate meaningful, higher order questions for research and designs learning tasks that integrate the search process.	• Students form own questions • Students reflect on meaningful research • Students own their research projects • Students use multiple resources, book and non-book for research • Students use databases along with other resources to answer questions

Service and Support *The Librarians should know and be able to:*	Level of Performance The Librarians performing at this level:				
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Performance Indicators/Evidence*
Ethical, Responsible, Legal and Safe use of Information and Technology Librarian advocates, proper use of information and technology including respect for intellectual property and the appropriate documentation of sources.	☐Few students use the Internet in the library; pitfalls and problems in usage are frequent; there is little library instruction on seeking multiple perspectives or safe and ethical use; incidences of plagiarism, unwanted Web sites, spam, and unsafe information sharing are frequent; Student plagiarism is rampant with little or no effort to combat.*	☐Learning is focused on location and access of information in the library, with inquiry process and critical thinking skills instruction in development. Student self-assessment, focus on transferable problem-solving skills, and differentiation of instruction are in development.	☐Some students use inquiry skills to define problems, frame questions, begin critical thinking skill development; students create own viewpoints and reflect on understandings; development of transferable skills in progress; instruction is differentiated to support some students.	☐Most students follow an inquiry process in the library program, think critically, construct understandings, assess their own learning; learning is structured for active engagement, sharing, learning how to learn; instruction is differentiated to challenge and support all students.	•Modeling and guided practice •Independent practice •Reflection and sharing •Scaffolding of skills •Research Process Skills Curriculum (K-12) •Student reflection logs and portfolios •Reflective note taking •Research Process Rubrics •Peer questioning •Creation and sharing of research projects
Engages Students in Learning Librarian develops instruction around a scaffolded K-12 Inquiry based research program with critical thinking and information skills.	☐ Students are seldom guided in an inquiry process in the library, or to think critically, construct understandings, and apply new learning; there is little student self-assessment. Instruction is not differentiated; few library learning experiences include active engagement and focus on the capacity to learn.	☐ Learning is focused on location and access of information in the library, with inquiry process and critical thinking skills instruction in development. Student self-assessment, focus on transferable problem-solving skills, and differentiation of instruction are in development.	☐ Some students use inquiry skills to define problems, frame questions, begin critical thinking skill development; students create own viewpoints and reflect on understandings; development of transferable skills in progress; instruction is differentiated to support some students.	☐ Most students follow an inquiry process in the library program, think critically, construct understandings, assess their own learning; learning is structured for active engagement, sharing, learning how to learn; instruction is differentiated to challenge and support all students.	•Modeling and guided practice •Independent practice •Reflection and sharing •Scaffolding of skills •Research Process Skills Curriculum (K-12) •Student reflection logs and portfolios •Reflective note taking •Research Process Rubrics •Peer questioning •Creation and sharing of research projects

STANDARD #3 PERFORMANCE RATING	☐ (3) **Unsatisfactory**	☐ (6) **Progressing I**	☐ (9) **Progressing II**	☐(12) **Proficient I**	☐(15) **Proficient II**	☐ (18) **Proficient III**	☐ (21) **Exemplary**

PERFORMANCE STANDARD #4: INTERVENTIONS TO MEET DIVERSE NEEDS

Professional educators increase the probability of advancing individual student achievement.

Service and Support **The Librarians should know and be able to:**	Level of Performance The Librarians performing at this level:				
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Performance Indicators/Evidence*
Instructional Delivery Librarian plans instruction to engage all learners via diverse means of delivery.	☐ Instruction is teacher-directed with little opportunity for student ownership.	☐ Some evidence of cooperative learning present; Lessons resemble checklist approach to content coverage.	☐ Most instruction is student centered and accommodates varying learning styles; Some instruction is differentiated to challenge and support all students. Librarian sometimes uses available multiple media formats and tech tools in delivery.	☐ Instruction is student centered and accommodates varying learning styles; Instruction is differentiated to challenge and support all students. Librarian frequently uses available multiple media formats and technology tools in delivery.	• Inquiry based learning • Collaborative group work • Opportunities for student choice • Differentiated teaching strategies cognizant of abilities, genders, prior knowledge • Appropriate interventions to support learning • Distribution List of Lexile appropriate books are given to students • Guided readers

| Monitor and Adjust

Librarian monitors student learning and adjusts instruction as necessary. | ☐ Teaching in library is focused on skills and curriculum, not on the needs of learners; assistive technologies are not available in Library; there is little concern demonstrated for removing barriers of access to curriculum related materials. | ☐ Librarian sometimes checks for understanding but does not consistently plan closure or assessment in a lesson Librarian and classroom teachers occasionally coordinate instruction to modify lessons to accommodate the needs of some students; Librarian is aware of access to assistive technology (if available), and requests devices, removes some learning barriers, and provides options for access to materials upon demand. | ☐ Librarian often checks for understanding and adjusts or repeats instruction patiently as necessary. Librarian includes DOL before students leave to assess student success. Librarian and classroom teachers collaboratively plan instruction so individual student needs are targeted*; Librarian provides assistive devices (if available) to learners with disabilities. | ☐ Librarian checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success, and administers a DOL at the end of the lesson. Differentiated instruction to meet individual learner needs is a regular part of planning. Librarian is an advocate community wide in removing barriers of access to resources. | • Demonstration of learning (DOL)
• Performance tasks
• High interest student projects
• Resources at different levels
• Video and audio resources
• Graphic organizers
• Assistive technologies (if available)
• Student work in varied formats
• Task completed |

STANDARD #4 PERFORMANCE RATING	☐ (3) Unsatisfactory	☐ (6) Progressing I	☐ (9) Progressing II	☐(12) Proficient I	☐(15) Proficient II	☐ (18) Proficient III	☐ (21) Exemplary

PERFORMANCE STANDARD #5: LIBRARY ENVIRONMENT
Professional educators establish a culture that is conducive to student well-being and learning.

Service and Support *The Librarians should know and be able to:*	Level of Performance The Librarians performing at this level:				
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Performance Indicators/Evidence*
<u>Climate of Respect and Rapport</u> Librarian creates a safe climate of respect and rapport, communicates expectations for student behaviors, and promotes collaboration among students.	☐Interactions between the librarian and students are negative, inappropriate, or insensitive to students' cultural backgrounds or abilities; Interaction can include put downs or conflict.	☐ Library climate is inconsistent; it ranges from adequately supervised to unwelcoming, disruptive, restrictive, or even unsafe. Librarian does not seek or implement strategies for improvement.	☐ Library climate is a positive learning environment even though stressed by limited staffing or building scheduling; Trusting relationships are built and sustained; Students and teachers want to be in the library; Facility is a safe place.	☐ Academic respect, as well as respectful behavior, is valued in the library where a learning community is evident; Interactions among librarian and students reflect respect, genuine caring and sensitivity; Librarian always encourages student success and maintains safety.	•Librarian-student rapport •Environment of cooperative achievement present •Student actively engaged •Positive reinforcement program (PBSIS) •Praise
<u>Collection Management</u> Librarian develops and manages (within budget) the collection to provide access to multiple perspectives and complex text and to meet diverse student interests, needs, languages, and cultural backgrounds.	☐ Librarian maintains an aged collection in disrepair which does not support the New Jersey adopted Learning Standards or diverse needs; there is little weeding and collection development.	☐ Librarian plans and selects the collection following a district approved selection policy and weeds regularly.	☐ Librarian plans and selects up-to-date collections in multiple formats developed with Board approved policy to support the New Jersey adopted Learning Standards, withsome faculty and student input; Collection is well-maintained and irrelevant materials are weeded out.	☐ Librarian plans and selects comprehensive up-to-date collections in multiple formats built collaboratively on Board approved policy and aligned with the New Jersey adopted Learning Standards and diverse learning needs; Collection is very well maintained and irrelevant materials are weeded out.	•student and teacher evaluations of collections •collection analyses •resource sharing •automated circulation reports •visibly well-organized collection

Service and Support The Librarians should know and be able to:	Level of Performance The Librarians performing at this level:				
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Performance Indicators/Evidence*
Equitable Access Librarian encourages equitable access to information, literature, and resources and extends the access beyond the school day through available technology provided by the district.	☐ Librarian makes no attempt to meet the needs of diverse learners or provide available electronic resources beyond the school day through technology.	☐ Librarian provides, within budgetary constraints, electronic resources for some, but not all, curriculum content areas.	☐ Librarian develops both physical and virtual collections to meet student learning needs; Librarian most often ensures resources available in both print and electronic formats to meet instructional needs.	☐ Librarian promotes that access to electronic resources is available to students 24-7, when possible, via technology; Librarian ensures resources to meet the diverse needs of all learners and creates an environment conducive to active and resource based learning.	•Technology is available from school and home within budgetary constraints •Technology is being used by all students; special needs, English language learners, gifted •Student use of technology is connected to classroom learning
Library Facility Librarian plans instruction, library space, and resources to meet students' cognitive, language, social, emotional and physical needs**	☐ Librarian discourages collaboration and discussion within the library; Librarian does not attempt to meet differences in learning styles or impairments; Librarian only works with select groups of students.	☐ Librarian is reactive, accommodating needs for resources and services upon request; Librarian is capable of meeting specific needs, but is not proactive.	☐ Librarian sometimes accommodates flexible use of library space and has some integrated use of available technology to accommodate student's learning needs; Librarian is actively working to change the instructional paradigm within the library to engage all learners.	☐ Librarian promotes the flexible use of library space to accommodate and encourage the use of available technology, leisure reading, browsing, collaborative learning projects, and fosters a climate conducive to participatory learning endeavors Library and Librarian accommodate a range of teaching and learning needs.	•Electronic resources used to accommodate learning needs •Space accommodates collaboration •Space is flexible and provides for a variety of student needs simultaneously •English language learners' needs are addressed as well as gifted or those with IEPs.

STANDARD #5 PERFORMANCE RATING	☐ (2) **Unsatisfactory**	☐ (4) **Progressing I**	☐ (6) **Progressing II**	☐(8) **Proficient I**	☐(10) **Proficient II**	☐ (12) **Proficient III**	☐ (14) **Exemplary**

*Subject to Librarian participation in grade level meetings and disciplinary/content area meetings// **Contingent on library space

PERFORMANCE STANDARD #6: LEADERSHIP
Professional educators have a responsibility for professional growth and positive leadership.

Service and Support *The Librarians should know and be able to:*	Level of Performance The Librarians performing at this level:				Performance Indicators/Evidence
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	
Building Level Goals Librarian understands role and responsibility in implementing Building Action Plan.	☐ Librarian does not make an effort to support building level goals.	☐ Librarian is aware of building level goals and is formulating plan.	☐ Librarian supports building goals and has demonstrated effective support.	☐ Librarian can articulate how they have supported specific building level program goals and can demonstrate their involvement and efficacy.	*Able to articulate building goals
Keeping Current Librarian understands and applies knowledge of student learning, instructional practice, and current literacies (such as information literacy, media literacy, technological literacy) in developing an effective library program.	☐ Librarian does not keep current with instructional reforms, curriculum content, assessment techniques; Librarian is not interested in professional development; Librarian not a vital member of building staff.	☐ Librarian is conversant on state instructional recommendations but lacks the level of knowledge needed to implement; Librarian attends professional development opportunities occasionally but does not use it to change practice.	☐ Librarian strives to incorporate new ideas, attends professional development trainings, and follows up with preliminary tentative change in practice Librarian depth of understanding and confidence are developing.	☐ Librarian remains current in library professional practice and sets goals for program improvement; Librarian seeks out opportunities for improvement; Librarian reads journals, blogs, list serves, etc.and implements ideas; Librarian contributes to building professional development offerings; Librarian is respected by colleagues and viewed as a vital resource.	• Readings of journals, blogs, list serves, etc. • Dialogue with teachers includes new ideas • Professional development records • Collection analysis tools • Circulation statistics • New Ideas • Use of current education practice • Up-to-date in educational discussions • Able to articulate educational trends, techniques, and practice

STANDARD #6 PERFORMANCE RATING	☐ (2) **Unsatisfactory**	☐ (4) **Progressing I**	☐ (6) **Progressing II**	☐(8) **Proficient I**	☐(10) **Proficient II**	☐ (12) **Proficient III**	☐ (14) **Exemplary**

PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES

Professional educators have a responsibility to the profession, district, parents, students and the public.

Service and Support The Librarians should know and be able to:	Level of Performance The Librarians performing at this level:				Performance Indicators/Evidence
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	
Collaboration with Teachers* Librarian collaborates to develop inquiry-based lessons aligned with New Jersey Adopted Learning Standards and integrates information literacy skills throughout the curriculum, rather than in isolation.	☐ Library program has little or no involvement in curriculum planning, and is separate from classroom curriculum; little collaborative planning takes place between LMS and classroom teachers; use of library resources to support classroom curriculum is occasional and unplanned *. • 0 teachers in collaborative sessions	☐ Involvement with curriculum planning* in a support role is in development in library to provide resources to classroom teachers and sometimes helps to make real world connections for students; Librarian teaching is related to the New Jersey Adopted Learning Standards but only sometimes collaboratively planned. • 1-2 teachers in collaborative sessions	☐ Librarian collaborates with many teachers to improve instructional activities, offers information resources and skills teaching in classroom curriculum, helps some teachers select instructional materials and make real world connections for students. • 3-4 teachers in collaborative sessions	☐ Librarian collaborates with most teachers to improve instruction and teach information skills in classroom curriculum*; and collaborates with extended team of community partners to link students to community. • 5 or more school/instructional staff members in collaborative sessions	•Library curriculum plan •Library curriculum plan aligned with New Jersey Adopted Learning Standards and integrated in various content areas •Collaboration logs •Librarian teaching cooperatively •Cooperatively planned units of instruction* •Librarian is a valued resource person within the building

Collaboration with Administrators	☐ Librarian is disconnected from school priorities and instructional goals, seldom participates in or offers PD in use of Library resources in school, does not participate in PD programs.	☐ Librarian is aware of school priorities, activities of leadership team, participates in PD if available at the school, helps arrange PD for staff upon request by administration; Librarian participates in resource sharing and PD activities.	☐ Librarian provides input to leadership team, aligns library program with instructional priorities, participates in professional development, collaborates in planning PD on use of library resources and technology; Librarian participates in educational associations.	☐ Librarian is active leader in the school community in education, technology, and research-based practices; Librarian serves in decision making process in district, provides leadership in local, state, and national associations, and shares knowledge widely.	• Librarian on school improvement teams as selected by principal • Librarian participates in PLCs as assigned by principal • Specialist Meeting
Librarian collaborates with teachers and administrators to support building programs and meet building level as well as district achievement goals.					

STANDARD #7 PERFORMANCE RATING	☐ (1) Unsatisfactory	☐ (2) Progressing I	☐ (3) Progressing II	☐(4) Proficient I	☐(5) Proficient II	☐ (6) Proficient III	☐ (7) Exemplary