

LIBRARY MEDIA SPECIALIST RUBRIC

| DOMAIN 1: PLANNING AND PREPARATION | | | | |
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| | <i>Ineffective</i> | <i>Progressing</i> | <i>Effective</i> | <i>Highly Effective</i> |
| 1a: Demonstrating knowledge of current trends in library/media practice, information technology and literature | Library/media specialist demonstrates little or no understanding of library information science, of current trends of practice in information technology, and displays little or no knowledge of age-appropriate literature. | Library/media specialist demonstrates limited knowledge of library information science, of current trends of practice in information technology, and limited knowledge of age-appropriate literature. | Library/media specialist demonstrates solid knowledge of library and information science, of current trends of practice in information technology, and a thorough knowledge of age-appropriate literature. | Library/media specialist demonstrates an extensive knowledge of library and information science, of current trends of practice in information technology, an expansive knowledge of age-appropriate literature and develops meaningful connections to practice for various groups and individual teachers and students. |
| 1a: Critical Attributes | <ul style="list-style-type: none"> • The LMS does not utilize professional sources. • The LMS does not read age-appropriate literature. • The LMS does not utilize print and/or electronic resources addressing current trends in practice and information technology. | <ul style="list-style-type: none"> • The LMS does not consistently identify professional sources. • The LMS is inconsistent in reading age-appropriate literature for a variety of different types of learners. • The LMS seldom utilizes print and/or electronic resources addressing current trends in practice and information technology. | <ul style="list-style-type: none"> • The LMS seeks recommendations for exemplary literature from professional sources. • The LMS is well versed in age-appropriate literature for a variety of different types of learners. • The LMS consults varied print and/or electronic resources addressing current trends in practice and information technology. | <ul style="list-style-type: none"> • The LMS seeks recommendations for exemplary literature from a variety of professional sources. • The LMS is well versed in age-appropriate literature for a variety of different types of learners and advises students on selection of the reading material in consideration of diversity. • The LMS consults varied print and/or electronic resources addressing current trends in practice and information and uses the information with targeted groups of teachers and students. |

LIBRARY MEDIA SPECIALIST RUBRIC

| DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i> | | | | |
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| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 1b: Demonstrating knowledge of students and how the library program can address their needs | <p>Library/media specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs.</p> <p>Library/media specialist does not understand the need for this information in planning and developing the collections.</p> | <p>Library/media specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Library/media specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the collections.</p> | <p>Library/media specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs.</p> <p>Library/media specialist uses this knowledge in planning for instruction, promoting reading, and developing the collections.</p> | <p>Library/media specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Library/media specialist employs intentional strategies to use this knowledge to personalize planning for different populations/grades/content areas in instruction, promoting reading, and developing the collections.</p> |
| 1b: Critical Attributes | <ul style="list-style-type: none"> • The LMS is unaware of student interests, cultural backgrounds, and special needs. • The LMS cannot identify concepts of the school's content standards and their relationships to library instruction. • The LMS does not answer questions from students accurately. | <ul style="list-style-type: none"> • The LMS recognizes that children have different interests, abilities, and cultural backgrounds but rarely draws upon that knowledge. • The LMS can identify concepts of the school's content standards and their relationships to the library program. • The LMS answers questions from students accurately. | <ul style="list-style-type: none"> • The LMS gathers information from several sources about individual students' backgrounds, cultures, skills, language proficiencies, interests, and special needs. • The LMS can identify important concepts of the school's content standards and their relationship to the library program. • The LMS accurately answers questions from members of the learning community and provides feedback. | <ul style="list-style-type: none"> • The LMS purposefully gathers information from several sources about individual students' backgrounds, cultures, skills, language proficiencies, interests, and special needs. • The LMS can identify important concepts in the school's content standards and applies that knowledge to individualize library programming and instruction. • The LMS has an established plan for providing communication to students. |

LIBRARY MEDIA SPECIALIST RUBRIC

| DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i> | | | | |
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| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 1c: Establishing goals for the library/media program appropriate to the setting and the learning community served | Library/media specialist has no clear goals for the library media program, or they are inappropriate to the school. | Library/media specialist's goals for the library media program are rudimentary and are partially suitable to the school setting. | Library/media specialist's short and long-range goals for the library media program are clear and appropriate to the school setting. | Library/media specialist's goals for the library media program are highly appropriate to the school setting and have been developed in collaboration with members of the learning community. |
| 1c: Critical Attributes | <ul style="list-style-type: none"> ▫ The LMS does not have short and long-range goals for the library media program. ▫ The LMS does not communicate with members of the learning community to promote collaboratively developed instructional activities and units. | <ul style="list-style-type: none"> ▫ The LMS has undeveloped short and long-range goals for the library media program. ▫ The LMS rarely communicates with members of the learning community to promote a collaboratively developed instructional activities and units. | <ul style="list-style-type: none"> ▫ The LMS has short and long-range goals for the library media program. ▫ The LMS communicates with members of the learning community to promote collaboratively developed instructional activities and units. | <ul style="list-style-type: none"> • The LMS seeks feedback from members of the learning community prior to the development of short and long-range goals. • The LMS communicates short and long-range goals for the library media program with the learning community. • The LMS actively seeks opportunities to collaborate with members of the learning community in implementing or modifying short and long-range goals. |

LIBRARY MEDIA SPECIALIST RUBRIC

| DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i> | | | | |
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| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 1d: Designing a coherent library program integrated with the overall school program within budgetary guidelines | Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. Library/media specialist declines to collaborate with the learning community in the design of instructional lessons and units. | Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. Library/media specialist collaborates with the learning community in the design of instructional activities when requested. | Library/media specialist develops a collection and program that is diverse in scope and reflective of district and professional guidelines and effectively organizes information for access. Library/media specialist initiates collaboration with the learning community in the design of instructional activities. | Library/media specialist is fully aware of resources available for students and teachers and advocates and actively seeks out new resources from a wide range of sources to enrich the school's program. Library/media specialist initiates collaboration with the learning community in the design of standards-based instructional activities and selects personalized resources to enrich teaching and learning. |
| 1d: Critical Attributes | <ul style="list-style-type: none"> □ The LMS rarely plans activities and/or selects resources to align with the overall school program, needs of the learning community, and the library media program. □ The LMS is unaware of resources available in (and beyond) the district. □ The LMS does not refer to district and professional guidelines when selecting and weeding materials. □ The LMS does not analyze, evaluate and replace/supplement items within the collection. | <ul style="list-style-type: none"> □ The LMS occasionally plans activities and/or selects resources to align with the overall school program, needs of the learning community, and the library media program. □ The LMS is aware of resources available in (and beyond) the district. □ The LMS inconsistently refers to district and professional guidelines when selecting and weeding materials. □ The LMS inconsistently analyzes, evaluates and replaces/supplements items within the collection. | <ul style="list-style-type: none"> □ The LMS plans activities and/or selects resources to align with the overall school program, needs of the learning community, and the library media program. □ The LMS communicates information about resources available in (and beyond) the district with members of the learning community. □ The LMS routinely refers to district and professional guidelines when selecting and weeding materials. □ The LMS annually analyzes, evaluates and replaces/supplements items within the collection. | <ul style="list-style-type: none"> □ The LMS plans for activities that provide opportunities for student-directed learning. □ The LMS maximizes current resources and advocates for a resource-rich environment. □ The LMS seeks input and involvement from members of the learning community when selecting materials. □ The LMS consults professional resources when weeding materials. □ The LMS seeks additional funding sources to replace and supplement items within the collection. |

LIBRARY MEDIA SPECIALIST RUBRIC

| DOMAIN 1: PLANNING AND PREPARATION <i>(continued)</i> | | | | |
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| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 1e: Developing a plan to evaluate the library/media program | Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Library/media specialist has a rudimentary plan to evaluate the library/media program with limited sources of evidence in which to measure effectiveness. | Library/media specialist's plan to evaluate the program is organized around clear goals and several sources of evidence to indicate the degree to which the goals have been met. | Library/media specialist's evaluation plan is integrated within the library's programs and services and there is a clear path toward improving the program on an ongoing basis. Ongoing feedback from staff and students is used to assess and improve the library/media program. |
| 1e: Critical Attributes | <ul style="list-style-type: none"> • The LMS has no plan to evaluate the library media program. • The LMS resists the suggestion that such an evaluation is necessary. | <ul style="list-style-type: none"> • The LMS has an incomplete plan to evaluate the library media program. • The LMS plan does not address one or more of the following components: the evaluation of print and digital resources, usage of library services, state of the physical space, and alignment to the overall school program. | <ul style="list-style-type: none"> • The LMS has a plan to evaluate the library media program. • The LMS plan incorporates the evaluation of print and digital resources, usage of library services, state of the physical space, and alignment to the overall school program. | <ul style="list-style-type: none"> • The LMS develops quantitative and qualitative tools to collect data for evaluating the library program. • The LMS identifies steps to move the library media program forward in response to the data collected. • The LMS makes recommendations based on data for improvements library services. |

LIBRARY MEDIA SPECIALIST RUBRIC

DOMAIN 2: ENVIRONMENT

| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
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| 2a: Creating an environment of respect and rapport | Interactions, both between the library/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. | Interactions, both between the library/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 library/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 among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and personalized knowledge of students' cultures and levels of development. Students and staff exhibit a high regard for the school librarian. |
| 2a: Critical Attributes | <ul style="list-style-type: none"> • The LMS uses disrespectful talk towards students; student body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the LMS. • The LMS displays no familiarity with or caring about individual students' interests or personalities. | <ul style="list-style-type: none"> • The quality of interactions between the LMS and students, or among students, is inconsistent, with occasional disrespect. • The LMS attempts to respond to disrespectful behavior among students with inconsistent results. • The LMS attempts to make connections with individuals students, but student reactions indicate that the efforts are not completely successful. | <ul style="list-style-type: none"> • Interactions between the LMS and students and among students are uniformly respectful. • The LMS responds to disrespectful behavior among students. • The LMS makes connections with individual students. | <ul style="list-style-type: none"> • The LMS demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct towards classmates. • There is little or no disrespectful behavior among students. • The LMS's reaction to a student's incorrect response respects the student's dignity. • Students consistently self-manage their behavior while in the library. |

LIBRARY MEDIA SPECIALIST RUBRIC

DOMAIN 2: ENVIRONMENT *(continued)*

| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
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| 2b: Establishing a culture for learning | Library/media specialist maintains a controlling and stifling environment not conducive to learning. | Library/media specialist maintains an environment that is inconsistent with expectations in regards to how students use the library appropriately. | Library/media specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged in the library environment. | Library/media specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library. Students self-monitor their work within the library environment and seek help from the library/media specialist without prompting and as needed. |
| 2b: Critical Attributes | <ul style="list-style-type: none"> □ The LMS does not communicate the importance of seeking information. □ The LMS does not promote reading as an integral part of learning and personal growth. □ The LMS does not model the productive use of technology. | <ul style="list-style-type: none"> • The LMS communicates the importance of seeking information, but the process is unstructured. • The LMS inconsistently promotes reading as an integral part of learning and personal growth. • The LMS inconsistently models the productive use of technology. | <ul style="list-style-type: none"> □ The LMS uses a variety of techniques to create a learning rich library environment. □ The LMS communicates the importance of systematically seeking information. □ The LMS directs initiatives that promote reading as an integral part of learning and personal growth. □ The LMS models productive use of information technology. | <ul style="list-style-type: none"> □ The LMS advocates for the evaluation and access to a variety of information resources. □ The LMS models effective information seeking behaviors for students. □ The LMS models an appreciation for the importance of reading through the development of a variety of activities and events. □ The LMS advocates for existing and emerging technologies to be integrated into learning experiences. |

LIBRARY MEDIA SPECIALIST RUBRIC

DOMAIN 2: ENVIRONMENT *(continued)*

| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
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| <p>2c: Establishing and maintaining library - procedures, physical and virtual spaces, and supervising library paraprofessionals</p> | <p>Media center routines and procedures are either nonexistent or inefficient, resulting in general confusion. Available physical space is cluttered, unorganized or dangerous. Library assistants are confused as to their role.</p> | <p>Media center routines and procedures have been established but function sporadically. Available physical space is organized to support library/media priorities. Efforts to establish guidelines for library assistants are partially successful.</p> | <p>Library/media specialist makes effective use of the procedures and physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use, and maintains virtual spaces. Library media center routines and procedures have been established and function smoothly. Library assistants are clear as to their duties.</p> | <p>The library/media specialist effectively organizes the library procedures and space for safety, ease of traffic flow and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Media center routines and procedures are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.</p> |
| <p>2c: Critical Attributes</p> | <ul style="list-style-type: none"> • The Library Media Center routines and procedures are not established. • The Library Media Center's physical environment includes physical hazards, endangering student safety. • The Library Media Center has incorrect or outdated signage. • The Library Media Center does not have a webpage. • The Library Media Assistant requires constant supervision to function within the library program. | <ul style="list-style-type: none"> • The Library Media Center routines and procedures need frequent reminders/ re-teaching. • The Library Media Center's physical environment is not an impediment to learning, but does not enhance learning. • The Library Media Center has limited but appropriate signage. • The Library Media Center's webpage can be accessed from the school's website. • The Library Media Assistant requires guidance to contribute to the success of the library program. | <ul style="list-style-type: none"> • The Library Media Center routines and procedures function smoothly. • The Library Media Center is organized for safety, easy traffic flow and learning. • The Library Media Center has clear signage. • The Library Media Center's webpage can be easily accessed. • The Library Media Assistant contributes to the success of the library program. | <ul style="list-style-type: none"> • Members of the learning community can independently navigate the Library Media Center and utilize its resources. • Members of the learning community take the initiative to ensure their time in the Library Media Center is used productively. • The Library Media Center signage is updated on a regular basis based upon changes in the Library Media Center resources and procedures. • The Library Media Center's webpage provides access to online resources. • The Library Media Assistant takes initiative and contributes to the success to the library program. |

LIBRARY MEDIA SPECIALIST RUBRIC

DOMAIN 2: ENVIRONMENT *(continued)*

| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
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| 2d: Managing student behavior | No standards of conduct have been established, or students challenge them. There is little or no library/media specialist monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent. Library/media specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. Library/media specialist monitors student behavior against established standards of conduct. Library/media specialist response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Library/media specialist's monitoring of student behavior is subtle and preventive. Library/media specialist's response to student misbehavior is sensitive to individual student needs and respects students' dignity. |
| 2d: Critical Attributes | <ul style="list-style-type: none"> • The library media setting is chaotic with no apparent standard of conduct because they are unaware of expectations. • The LMS does not monitor student behavior. • Some students violate standards of conduct, without apparent LMS awareness. • When the LMS notices student misbehavior, s/he appears helpless to do anything about it. | <ul style="list-style-type: none"> • Standards of conduct have been established but are not consistently practiced. • Student behavior is inconsistent. • The LMS attempts to maintain order in the library media setting, but with inconsistent success. • The LMS inconsistently addresses students' positive behavior/choices. | <ul style="list-style-type: none"> • Standards of conduct have been established and consistently practiced. • Student behavior is generally appropriate. • The LMS frequently monitors student behavior. • The LMS response to student misbehavior is effective. | <ul style="list-style-type: none"> • The LMS has clearly communicated expectations for student behavior. • Student behavior is consistently appropriate • The LMS monitors student behavior and uses a variety of strategies to redirect inappropriate behavior. • Students self-monitor their behavior and model appropriate behavior for others. |

LIBRARY MEDIA SPECIALIST RUBRIC

DOMAIN 3: DELIVERY OF SERVICE

| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
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| 3a: Communicating with members of the learning community | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The library/media specialist's use of oral and written communication contains errors or is inappropriate for students' cultures or levels of development or staff understanding. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion. The library/media specialist's oral and written communication is correct but may not be completely appropriate for students' cultures or levels of development or staff understanding. | Expectations for learning, directions and procedures, and explanations of content are clear to all members of the learning community. Oral and written communication is appropriate for students' cultures and levels of development and staff understanding and use of information. | Expectations for learning, directions and procedures, and explanations of content are clear and documented for all members of the learning community. Oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student and/or staff misconceptions. |
| 3a: Critical Attributes | <ul style="list-style-type: none"> The LMS does not communicate with learning community. The LMS uses inappropriate vocabulary for the audience or cultures being addressed. | <ul style="list-style-type: none"> The LMS inconsistently and/or ineffectively communicates to learning community. The LMS is inconsistent in their use of appropriate vocabulary for the audience or cultures being addressed. | <ul style="list-style-type: none"> The LMS consistently and clearly communicates to learning community. The LMS uses appropriate vocabulary for the audience and cultures being addressed. | <ul style="list-style-type: none"> The LMS is proactive and efficient in communication with all members of the learning community. The LMS uses rich and appropriate language for varying audiences and cultures. |
| 3b: Using questioning and research techniques | Library/media specialist does not use questions effectively and usually tells the student what to do or leaves them on their own. | Library/media specialist asks questions that guide students and help them think about their research topic. | Library/media specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic. | Library/media specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own language through the research process. |
| 3b: Critical Attributes | <ul style="list-style-type: none"> The LMS does nothing to encourage members of the learning community to read independently. The LMS does not provide instruction in the use of technology for research. The LMS limits learning to rote tasks. | <ul style="list-style-type: none"> The LMS occasionally motivates members of the learning community to read a variety of materials for research. The LMS is inconsistent in providing instruction in the use of technology for research. The LMS rarely uses open-ended probing questions when guiding students' research. | <ul style="list-style-type: none"> The LMS motivates members of the learning community to read a variety of materials for research. The LMS provides guided instruction in the use of technology for research. The LMS uses open-ended probing questions when guiding students' research. | <ul style="list-style-type: none"> Members of the learning community independently seek and use a variety of print and digital materials for research. Members of the learning community independently interact with technology and one another to enrich and extend their research. The LMS supports open-ended tasks that have multiple, correct responses or approaches, and/or demand higher-order thinking. |

LIBRARY MEDIA SPECIALIST RUBRIC

| DOMAIN 3: DELIVERY OF SERVICE <i>(continued)</i> | | | | |
|---|---|--|---|---|
| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 3c: Engaging students in literature and learning information skills | Students are not engaged with literature or in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. | Only some students are engaged with literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials. | Students are engaged with literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Students are highly engaged with literature and in learning information skills and take initiative in ensuring the engagement of their peers. |
| 3c: Critical Attributes | <ul style="list-style-type: none"> The LMS does little or nothing to promote reading for enjoyment. The LMS provides no instruction on the use of information literacy & technology. | <ul style="list-style-type: none"> The LMS employs limited or inconsistent strategies to promote reading for enjoyment. The LMS is inconsistent in providing instruction on the effective use of information literacy & technology. | <ul style="list-style-type: none"> The LMS employs a variety of strategies to promote reading for enjoyment. The LMS provides guided instruction on the effective use of information literacy & technology. | <ul style="list-style-type: none"> The LMS consistently utilizes individualized strategies to promote reading for enjoyment. The LMS promotes the independent use of information literacy & technology among students. |
| 3d: Assessment in instruction (whole class, small group, and one-on-one) | Assessment is not used in instruction, either through monitoring of progress by the classroom teacher, LMS or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher, LMS and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Formative and summative assessments are regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher, LMS and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Formative and summative assessments are used in a developmentally-appropriate manner during the learning cycle through student involvement in establishment of the assessment criteria, self-assessment, progress checks by both students, teacher, and the LMS, and high-quality feedback to students from a variety of sources. |
| 3d: Critical Attributes | <ul style="list-style-type: none"> Assessment is not a part of the teaching/learning cycle. The LMS does not articulate learning targets for tasks. | <ul style="list-style-type: none"> Observation of student progress is limited. The LMS articulates vague learning targets for specific tasks. | <ul style="list-style-type: none"> Assessment is based on observation of student progress. The LMS articulates learning targets for specific tasks. | <ul style="list-style-type: none"> Assessment is individualized and continuous. The LMS utilizes methods for peer group assessment. |
| 3e: Demonstrating flexibility and responsiveness | Library/media specialist does not make changes in library media program even when evidence of inadequate approaches is provided. | Library/media specialist makes modest changes in the library media program when prompted with the need for change. | Library/media specialist makes revisions to the library media program as needed. | Library/media specialist is continually seeking ways to improve the library media program and makes changes as needed in response to input from the learning community. |
| 3e: Critical Attributes | <ul style="list-style-type: none"> The LMS does not make changes to short and long-range goals and aligned activities for the library media program. | <ul style="list-style-type: none"> The LMS rarely revisits short and long-range goals and aligned activities for the library media program. | <ul style="list-style-type: none"> The LMS revisits the short and long-range goals and aligned activities for the library media program. | <ul style="list-style-type: none"> The LMS seeks qualitative and quantitative data from members of the learning community to adjust short and long-range goals and aligned activities for the library media program. |

LIBRARY MEDIA SPECIALIST RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
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| 4a: Reflecting on practice | The library/media specialist rarely reflects on the effectiveness of services, resources, and instructional strategies. | The library/media specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. | The library/media specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian considers changes necessary to ensure that future needs are met for a growing dynamic program. | The library/media specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian regularly determines and shares changes necessary to ensure that future needs are met for an expanding dynamic program. |
| 4a: Critical Attributes | <ul style="list-style-type: none"> The LMS rarely draws correct conclusions about the effectiveness of library facilities and services. The LMS does not identify ways to modify and improve future library services. | <ul style="list-style-type: none"> The LMS has a general sense of the effectiveness of library facilities and services. The LMS offers general modifications to improve future library services. | <ul style="list-style-type: none"> The LMS deliberately assesses the effectiveness of library facilities and services. The LMS identifies specific ways to modify and improve future library services needs. | <ul style="list-style-type: none"> The LMS is constantly reflecting on the effectiveness of programming and services and uses data to support future changes. The LMS continually advocates for improvement of library program and services. |
| 4b: Maintaining accurate library records | The library/media specialist does not maintain accurate or current records. | The library/media specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use. | The library/media specialist maintains accurate, current, and accessible records including: budget, current catalog of resources, circulation records; an inventory of equipment; and statistics of library use. | The library/media specialist maintains accurate, current, and easily accessible records including: budget, a current catalog of resources, circulation and patron records, inventory of collections, and statistics of library use. |
| 4b: Critical Attributes | <ul style="list-style-type: none"> There is no system to collect library data. The LMS does not conduct inventory. | <ul style="list-style-type: none"> The LMS maintains some library records. The LMS does not have a consistent system in place to collect accurate library data. The LMS conducts a partial inventory of the library. | <ul style="list-style-type: none"> The LMS maintains catalog and circulation records. The LMS maintains instructional and facilities use data. The LMS conducts an annual inventory of library collections. The LMS keeps accurate library budget records. | <ul style="list-style-type: none"> The LMS has procedures in place to monitor library records and make continual and immediate adjustments to the library program. The LMS aligns library annual inventory of library collections with district initiatives and adjusts resources to support these initiatives |

LIBRARY MEDIA SPECIALIST RUBRIC

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES <i>(continued)</i> | | | | |
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| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 4c: Communicating with school staff and community | The library/media specialist does not communicate with the school community about the library program and services. | The library/media specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. | Library/media specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. | The library/media specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on professional resources to communicate the development of the library program, new resources and service. The library/media specialist actively solicits feedback and input from the school's students and staff to improve program and services. |
| 4c: Critical Attributes | <ul style="list-style-type: none"> • The LMS provides little or no information about the library program to learning community. • Often the communications are culturally inappropriate with learning community. | <ul style="list-style-type: none"> • The LMS occasionally makes information about the library program available to learning community. • Some of the LMS's communications are inappropriate to the learning communities' cultural norms. | <ul style="list-style-type: none"> • The LMS regularly makes information about the library program available to the learning community. • The LMS's communications are appropriate to the learning communities' cultural norms. | <ul style="list-style-type: none"> • The LMS uses a variety of methods to communicate with the learning community. • The LMS communications are always sensitive to the learning communities' cultural norms. |
| 4d: Participating in a professional community | Library/media specialist's relationships with colleagues are frequently negative or self-serving, and the specialist avoids or refuses to be involved in school and district events and projects. | Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Library/media specialist makes a contribution to school and district events and projects and assumes leadership with colleagues. |
| 4d: Critical Attributes | <ul style="list-style-type: none"> • The LMS's relationship with colleagues is characterized by negativity or combativeness. • The LMS purposefully avoids collaboration. • The LMS avoids involvement in school activities and district and community projects. | <ul style="list-style-type: none"> • The LMS has pleasant relationship with colleagues. • When invited, the LMS has collaborative relationships with colleagues. • When asked, the LMS participates in school activities, as well as district and community projects. | <ul style="list-style-type: none"> • The LMS has supportive and collaborative relationships with colleagues. • The LMS volunteers to participate in school events and school district and community projects. | <ul style="list-style-type: none"> ▫ The LMS takes a leadership role in promoting collaborative relationships between LMS staff and district or school colleagues. ▫ The LMS takes a leadership role in promoting activities related to school and district events ▫ The LMS contributes to and leads events that positively impact school life. |

LIBRARY MEDIA SPECIALIST RUBRIC

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES *(continued)*

| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
|--|---|---|--|--|
| 4e: Growing and developing professionally | Library/media specialist makes no attempt to go beyond what is required for maintaining certification. Library/media specialist resists feedback on performance from supervisors and makes no effort to share knowledge with others or to assume professional responsibilities. | Library/media specialist's participation in professional development activities is limited to those that are convenient or are required. | Library/media specialist seeks out opportunities for professional development to enhance professional practice, welcomes opportunities for professional collaboration, and participates actively in assisting other educators. | Library/media specialist provides a leadership role in seeking out professional development opportunities for increasing district library/media approaches through professional reading, memberships, conferences, and action research. Library/media specialist initiates important activities such as teaching workshops, grant writing, writing articles, and making presentations to contribute to the profession on a district, state, and/or national level. |
| 4e: Critical Attributes | <ul style="list-style-type: none"> • The LMS does not participate in professional development unless required. • The LMS does little or no collaboration. • The LMS makes no effort to participate in professional organizations. | <ul style="list-style-type: none"> • The LMS participates in professional development when required. • The LMS does not initiate collaboration. • The LMS rarely participates in professional organizations. | <ul style="list-style-type: none"> • The LMS seeks regular opportunities for professional development. • The LMS welcomes opportunities for professional collaboration. • The LMS participates in professional organizations. | <ul style="list-style-type: none"> • The LMS seeks regular opportunities for continued professional development. • LMS actively seeks feedback from supervisors and colleagues. • The LMS takes an active leadership role in professional organizations in order to contribute to the library media field. |

LIBRARY MEDIA SPECIALIST RUBRIC

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES <i>(continued)</i> | | | | |
|---|--|--|---|--|
| | <i>Ineffective</i> | <i>Progressing</i> | <i>Proficient</i> | <i>Distinguished</i> |
| 4f: Showing professionalism | Library/media specialist does not advocate for students rights or use good decision-making. School Librarian does not adhere to the professional ethics of librarianship and is dishonest with colleagues, students and/or the public. | Library/media specialist is an advocate for student learning and tries to make decisions in support of student and staff best interests. School librarian is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association’s Code of Ethics. | Library/media specialist consistently supports and advocates for all students right to learn through consistently appropriate decision-making. School librarian is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. | Library/media specialist advocates for all students’ need to learn through many different approaches and makes decisions based upon these individualized needs. Through teaching and practice the school librarian demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. |
| 4f: Critical Attributes | <ul style="list-style-type: none"> • The LMS is dishonest. • The LMS engages in practices that are self-serving. • LMS does not notice the needs of students and/or colleagues. • The LMS willfully rejects school district regulations. | <ul style="list-style-type: none"> • The LMS is honest. • The LMS makes decisions professionally but on a limited basis. • LMS does not notice that some school practices result in poor conditions for students and/or colleagues. • The LMS complies with school district guidelines. | <ul style="list-style-type: none"> • LMS is honest and known for having high standards of integrity. • The LMS exhibits knowledge of ethics, equity and diversity. • LMS actively works to provide opportunities for student and/or colleague success. • The LMS follows copyright law, the Library Bill of Rights and American Library Association’s Code of Ethics. | <ul style="list-style-type: none"> • LMS is considered a leader in terms of honesty, integrity, and confidentiality. • The LMS leads by example on issues of ethics, equity and diversity. • LMS makes a concerted effort to ensure opportunities are available for all students and/or colleagues to be successful. • The LMS inspires the learning community to adhere to the ethical use of information and intellectual freedom. |