

TESS Rubric Descriptor:

Aspiring Media Specialist

Arkansas Department of Education



Our classroom and specialty educators strive to promote learning and growth for the students and themselves. Evidence of this work may be seen by multiple measures of student growth on local assessments and statewide tests; in consistent planning and preparing to meet the unique needs of each learner; through a welcoming, caring culture and climate; thoughtful and evidence-based instructional and assessment practices; and continually adhering to professional responsibilities. This rubric descriptor provides guidance towards the aforementioned areas.

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Domain 1: Planning and Preparation

- 1a - Demonstrating Knowledge of Current Trends in Library/Media Practice, Information Technology and Literature
- 1b - Demonstrating Knowledge of Students and How the Library Program Can Address Their Needs
- 1c - Establishing Goals for the Library/Media Program Appropriate to the Setting and the Learning Community Served
- 1d – Designing a Coherent Library Program Integrated with the Overall School Program within Budgetary Guidelines
- 1e - Developing a Plan to Evaluate the Library/Media Program

1a - Demonstrating Knowledge of Current Trends in Library/Media Practice, Information Technology and Literature			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Demonstrates little or no understanding of library information science.</p> <p>Demonstrates little or no understanding of current trends of practice in information technology.</p> <p>Displays little or no knowledge of age-appropriate literature.</p>	<p>Demonstrates limited knowledge of library information science.</p> <p>Demonstrates limited knowledge of current trends of practice in information technology.</p> <p>Displays limited knowledge of age-appropriate literature.</p>	<p>Demonstrates knowledge of library and information science.</p> <p>Demonstrates knowledge of current trends of practice in information technology.</p> <p>Demonstrates knowledge of age-appropriate literature.</p>	<p>Develops meaningful connections to practice for various groups and individual teachers and students.</p>

1b - Demonstrating Knowledge of Students and How the Library Program can Address Their Needs			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Makes no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds, and interests, as well as abilities and special needs.	Makes little attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds, and interests, as well as abilities and special needs.	Demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds, and interests, as well as abilities and special needs.	Employs intentional strategies to gain knowledge about student backgrounds and needs.

1c - Establishing Goals for the Library/Media Program Appropriate to the Setting and the Learning Community Served			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
No clear goals for the library media program, or they are inappropriate goals for the school.	Goals for the library media program are rudimentary and are partially suitable to the community and school setting.	Creates goals that are clear and appropriate to the community and school setting.	Collaboratively developed goals for the library media program are highly appropriate to the community and school settings.

1d – Designing a Coherent Library Program Integrated with the Overall School Program Within Budgetary Guidelines			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates little or no knowledge of resources available for students and teachers in the school.	Demonstrates basic knowledge of resources available for students and teachers in the school.	Plans activities and organizes and maintains resources to align with the overall school program.	Employs intentional strategies to gain knowledge of resources for students and teachers beyond the school to enrich the school’s program.

1e - Developing a Plan to Evaluate the Library/Media Program			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Has not created a plan to evaluate the program.	Has a rudimentary plan to evaluate the library/media program.	Develops pieces of a program evaluation plan that involves some stakeholders. Collects some data to assess if goals have been met.	Develops an evaluation plan that involves all stakeholders using multiple sources of evidence to indicate which goals have been met.

Domain 2: The Classroom Environment

2a – Creating an Environment of Respect and Rapport

2b - Establishing a Culture for Learning

2c – Establishing and Maintaining Library Procedures, Physical and Virtual Spaces, and Supervising Library Paraprofessionals

2d – Managing Student Behavior

2a - Creating an Environment of Respect and Rapport

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Interactions between library/media specialist and students and among students are negative, inappropriate, or insensitive.	Interactions between library/media specialist and students and among students are generally appropriate and free from conflict but may have occasional displays of insensitivity or lack of responsiveness.	Interactions between library/media specialist and students and among students are polite and respectful. Makes connections with individual students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, caring and based on personalized knowledge of students’ levels of development. Students and staff exhibit a high regard for the school librarian.

2c – Establishing & Maintaining Library Procedures, Physical and Virtual Spaces, and Supervising Library Paraprofessionals			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Implements routines and procedures that are either nonexistent or inefficient, resulting in general confusion.</p> <p>Organizes physical space in a cluttered, unorganized, or dangerous manner.</p> <p>Guidelines and procedures for the library assistant do not exist.</p>	<p>Implements routines and procedures that have been established but function sporadically.</p> <p>Organizes physical space to support library/media priorities.</p> <p>Guidelines and procedures for the library assistant are informal and inconsistent.</p>	<p>Implements routines and procedures that function smoothly.</p> <p>Organizes media center for appropriate signage, safety, easy traffic flow, and learning.</p> <p>Guidelines and procedures for the library assistant have been established but inconsistently implemented.</p>	<p>Organizes 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.</p> <p>Guidelines and procedures for the library assistant are formally established and consistent, leading to smooth library operations.</p>

2d – Managing Student Behavior			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Standards of conduct have not been established, or students challenge them.</p> <p>Does not monitor student behavior or monitors in a limited capacity.</p> <p>Responds to students' misbehavior in repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Tries with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Establishes clear standards of conduct and their implementation is consistent.</p> <p>Response to student misbehavior is effective.</p>	<p>Clear standards of conduct are established, and students contribute to maintaining them.</p> <p>Monitors student behavior in a subtle and preventative manner.</p>

Domain 3: Instruction

3a - Communicating with Members of the Learning Community

3b – Using Questioning and Research Techniques

3c – Engaging Students in Literature and Learning Information Skills

3d - Using Assessment in Instruction (whole class, small group, and one-on-one)

3e - Demonstrating Flexibility and Responsiveness

3a - Communicating with Members of the Learning Community

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Sets unclear or confusing expectations for learning, directions, and procedures.</p> <p>Explains content in a confusing manner.</p> <p>Uses oral and written communication that contains errors or is inappropriate for students’ levels of development or staff understanding.</p>	<p>Clarifies expectations for learning, directions, procedures, and explanation of content.</p> <p>Uses oral and written communication that is correct but may not be completely appropriate for students’ levels of development or staff understanding.</p>	<p>Communicates clearly to the learning community expectations for learning.</p> <p>Uses appropriate vocabulary for the audience being addressed.</p> <p>Uses oral and written communication correct and appropriate for students’ development or staff understanding.</p>	<p>Sets expectations for learning, directions, procedures, and explanations of content that are clear and documented for all members of the learning community.</p> <p>Uses oral and written communication that is clear and expressive, appropriate for students’ levels of development, and anticipates possible student and/or staff misconceptions.</p>

3b – Using Questioning and Research Techniques			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not use questions effectively. Usually tells the student what to do or leaves them on their own.	Asks questions that guide students and help them think about their research topic.	Uses probing questions that are open-ended in guiding student research.	Consistently 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.

3c – Engaging Students in Literature and Learning Information Skills			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not engage students with literature or in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Engages some students with literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Engages students in literature and information skills using a variety of strategies. (i.e., learning activities, reader’s advisory, personal and group conversations, book talks, creative displays, etc.)	Engages most students in literature and information skills using a wide variety of strategies. (i.e., learning activities, reader’s advisory, personal and group conversations, book talks, creative displays, etc.)

3d - Using Assessment in Instruction (whole class, small group, and one-on-one)			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not use assessments in instruction, either through monitoring of progress by the classroom teacher, LMS, or students, or through feedback to students.</p> <p>Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>Uses assessments occasionally in instruction, through some monitoring of the progress of learning by the teacher, LMS, and/or students.</p> <p>Sometimes communicates feedback to students.</p> <p>Students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Uses assessments regularly in instruction, through monitoring of the progress of learning by the teacher, LMS, and/or students.</p> <p>Makes students aware of assessment criteria.</p> <p>Provides students with feedback.</p>	<p>Provides opportunities for self-assessments to monitor student learning.</p> <p>Provides students with high-quality feedback.</p>

3e - Demonstrating Flexibility and Responsiveness			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not make changes to library media program even when evidence of inadequate approaches is provided.</p>	<p>Makes modest changes in the library media program when prompted with the need for change.</p>	<p>Revises program as needed.</p>	<p>Is continually seeking ways to improve the library media program.</p> <p>Seeks input from the learning community.</p>

Domain 4: Professional Responsibilities

- 4a - Reflecting on Practice
- 4b - Maintaining Accurate Library Records
- 4c - Communicating with School Staff and Community
- 4d - Participating in a Professional Community
- 4e - Growing and Developing Professionally
- 4f - Showing Professionalism

4a - Reflecting on Counseling Practice

UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Rarely reflects on the effectiveness of services, resources, and instructional strategies.	Sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	Regularly reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure they are meeting the library program’s goals. Makes some specific suggestions as to how the program might be improved.	Makes detailed suggestions as to how the library/media program might be improved based on multiple data sources.

4b - Maintaining Accurate Records			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not maintain accurate or current records.	Maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics on library use.	Keeps accurate library budget records. Maintains catalog and circulation records. Conducts a systematic process for equipment and collection inventory. Collects statistics on library services.	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.

4c - Communicating with School Staff and Community			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Does not communicate with the school community about the library program and services.	Communicates inconsistently with the school staff to keep them informed and to promote the use of the library program, new resources, and services.	Communicates consistently with the school staff and community to keep them informed and to promote the use of the library program, new resources, and services.	Informs and promotes the library and its resources available to the learning community. Seeks input from the learning community to improve library programs and services.

4d - Participating in a Professional Community			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Forms relationships with colleagues that are negative or self-serving.</p> <p>Avoids or refuses to be involved in school events and projects.</p>	<p>Forms relationships with colleagues that are cordial.</p> <p>Participates in preparation program and school events and projects when specifically requested.</p>	<p>Has supportive and collaborative relationships with colleagues.</p> <p>Participates in preparation program, school, and district meetings and projects.</p>	<p>Actively seeks opportunities to take leadership roles in school activities.</p> <p>Participates in preparation program, school, district, and community projects.</p>

4e - Growing and Developing Professionally			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Makes no attempt to go beyond what is required for maintaining certification.</p> <p>Resists feedback on performance from supervisors and makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Participates in convenient or required professional development opportunities.</p>	<p>Seeks regular opportunities for professional development.</p> <p>Collaborates with other educators.</p>	<p>Actively pursues professional development opportunities and initiates activities to contribute to the profession.</p>

4f - Showing Professionalism			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not advocate for students' rights or use good decision-making.</p> <p>Does not adhere to the professional ethics of librarianship.</p> <p>Is dishonest with colleagues, students, and/or the public.</p>	<p>Advocates inconsistently for student learning and tries to make decisions in support of students and staff best interests.</p> <p>Demonstrates basic knowledge of the ethics of librarianship but is inconsistent in following copyright law and adhering to professional ethics.</p>	<p>Supports and advocates for students to learn through appropriate decision-making.</p> <p>Exhibits knowledge of ethics for librarianship.</p> <p>Follows copyright law.</p>	<p>Advocates for individualized learning approaches and makes decisions based upon these individualized needs.</p> <p>Models' professionalism with colleagues.</p>