

# TESS Rubric Descriptor: **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>Demonstrates an extensive knowledge of library and information science, of current trends of practice in information technology, and an expansive knowledge of age-appropriate literature.</p> <p>Develops meaningful connections to practice for various groups and individual teachers and students.</p>

<b>1b - Demonstrating Knowledge of Students and How the Library Program can Address Their Needs</b>			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Makes no attempt to acquire knowledge about student backgrounds and needs.</p> <p>Does not understand the need for this information in planning and developing the collections.</p>	<p>Demonstrates some knowledge about student backgrounds and needs.</p> <p>Occasionally applies this knowledge in planning for instruction, promoting reading, and developing the collections.</p>	<p>Demonstrates knowledge about student backgrounds and needs.</p> <p>Uses knowledge of individual students and the school’s curriculum to plan for instruction, promote reading, and develop collections.</p>	<p>Employs intentional strategies to gain knowledge about student backgrounds and needs.</p> <p>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>

<b>1c - Establishing Goals for the Library/Media Program Appropriate to the Setting and the Learning Community Served</b>			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>No clear goals for the library media program, or they are inappropriate goals for the school.</p>	<p>Goals for the library media program are rudimentary and are partially suitable to the school setting.</p>	<p>Creates short and long-range goals with input from the learning community for the library media program.</p> <p>Creates goals that are clear and appropriate to the school setting.</p>	<p>Collaboratively developed goals for the library media program are highly appropriate to the community and school settings.</p> <p>Developed goals in collaboration with members of the learning community.</p>

<b>1d – Designing a Coherent Library Program Integrated with the Overall School Program Within Budgetary Guidelines</b>			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Demonstrates little or no knowledge of resources available for students and teachers in the school.</p> <p>Declines to collaborate with the learning community in the design of instructional lessons and units.</p>	<p>Demonstrates basic knowledge of resources available for students and teachers in the school.</p> <p>Collaborates with the learning community in the design of instructional activities when requested.</p>	<p>Plans activities and organizes and maintains resources to align with the overall school program.</p> <p>Collaborates with the learning community to design instructional activities.</p>	<p>Employs intentional strategies to gain knowledge of resources for students and teachers beyond the school to enrich the school’s program.</p> <p>Initiates collaboration with the learning community in the design of standards-based instructional activities and selects personalized resources to enrich teaching and learning.</p>

<b>1e - Developing a Plan to Evaluate the Library/Media Program</b>			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Has no plan to evaluate the program or resists suggestions that such an evaluation is important.</p>	<p>Has a rudimentary plan to evaluate the library/media program with limited sources of evidence in which to measure the effectiveness.</p>	<p>Develops pieces of a program evaluation plan that involves some stakeholders.</p> <p>Collects some data to assess if goals have been met.</p>	<p>Develops an evaluation plan that involves all stakeholders using multiple sources of evidence to indicate which goals have been met.</p> <p>Uses ongoing feedback from staff and students to assess and improve the library/media program.</p>

# 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
<p>Interactions between library/media specialist and students and among students are negative, inappropriate, or insensitive.</p>	<p>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.</p>	<p>Interactions between library/media specialist and students and among students are polite and respectful.</p> <p>Makes connections with individual students.</p>	<p>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.</p> <p>Students and staff exhibit a high regard for the school librarian.</p>

<b>2b - Establishing a Culture for Learning</b>			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
Maintains a controlling and stifling environment not conducive to learning.	Maintains an environment that is inconsistent with expectations regarding how students use the library appropriately.	Maintains an inviting and flexible environment.  Sets expectations for students to be productive and engaged.	Maintains an environment that is inviting, flexible, and attractive.  Students self-monitor their work within the library environment and seek help when needed.

<b>2c – Establishing &amp; Maintaining Library Procedures, Physical and Virtual Spaces, and Supervising Library Paraprofessionals</b>			
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>Develops media center routines and procedures that are seamless in their operation, with students assuming considerable responsibility for their smooth operation.</p> <p>Guidelines and procedures for the library assistant are formally established and consistent, leading to smooth library operations.</p>

<b>2d – Managing Student Behavior</b>			
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 behavior is appropriate.</p>	<p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</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> <p>Response to student misbehavior is sensitive to individual student needs and respects students' dignity.</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 that is correct and appropriate for students’ levels of 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>

<b>3b – Using Questioning and Research Techniques</b>			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not use questions effectively.</p> <p>Usually tells the student what to do or leaves them on their own.</p>	<p>Asks questions that guide students and help them think about their research topic.</p>	<p>Uses probing questions that are open-ended in guiding student research.</p>	<p>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.</p> <p>Students can refine their research techniques and strategies and extend their own language through the research process.</p>

<b>3c – Engaging Students in Literature and Learning Information Skills</b>			
UNSATISFACTORY	PROGRESSING	EFFECTIVE	HIGHLY EFFECTIVE
<p>Does not engage students with literature or in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</p>	<p>Engages some students with literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.</p>	<p>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.)</p>	<p>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.)</p>

<b>3d - Using Assessment in Instruction (whole class, small group, and one-on-one)</b>			
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>Provides students with feedback.</p> <p>Makes students aware of assessment criteria.</p>	<p>Provides opportunities for self-assessments to monitor student learning.</p> <p>Uses formative and summative assessments in a developmentally- appropriate manner during the learning cycle through student involvement in the establishment of the assessment criteria, self-assessment, and progress checks by both students, teacher, and the LMS.</p> <p>Receives high-quality feedback from students from a variety of sources.</p>

<b>3e - Demonstrating Flexibility and Responsiveness</b>			
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>Seeks input from the learning community.</p> <p>Revises program as needed.</p>	<p>Is continually seeking ways to improve the library media program.</p> <p>Makes changes as needed in response to 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 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.  Identifies specific ways to modify and improve future library services.	Constantly reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.  Makes detailed suggestions as to how the library/media program might be improved based on multiple data sources.  Regularly determines and shares changes necessary to ensure that future needs are met for an expanding dynamic program.

<b>4b - Maintaining Accurate Library Records</b>			
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.	<p>Keeps accurate library budget records.</p> <p>Maintains catalog and circulation records.</p> <p>Conducts a systematic process for equipment and collection inventory.</p> <p>Collects statistics on library services.</p>	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.

<b>4c - Communicating with School Staff and Community</b>			
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.	<p>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.</p> <p>Seeks input from the learning community to improve library programs and services.</p>	Employs evidence to promote the effectiveness of instructional efforts based on professional resources to communicate the development of the library program, new resources, and services.

<b>4d - Participating in a Professional Community</b>			
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 or district events and projects.</p>	<p>Forms relationships with colleagues that are cordial.</p> <p>Participates in school events and projects when specifically requested.</p>	<p>Actively seeks opportunities to take leadership roles in school/district activities.</p> <p>Participates in school events and/or district and/or community projects.</p> <p>Has supportive and collaborative relationships with colleagues.</p>	<p>Makes contributions to school/district events and projects.</p> <p>Assumes leadership with colleagues.</p> <p>Participates in one or more of the following: school, district, and community projects.</p>

<b>4e - Growing and Developing Professionally</b>			
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>Assists other educators.</p>	<p>Provides a leadership role in seeking out professional development opportunities for increasing district library/media approaches through professional reading, memberships, conferences, and action research.</p> <p>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.</p>

<b>4f - Showing Professionalism</b>			
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 all students to learn through appropriate decision-making.</p> <p>Exhibits knowledge of ethics for librarianship.</p> <p>Follows copyright law.</p>	<p>Advocates for all students need to learn through many different approaches and makes decisions based upon these individualized needs.</p> <p>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.</p> <p>Models' professionalism with colleagues.</p>