**Hawaii Adapted Framework for Teaching**

***Adapted from the Charlotte Danielson A Framework for***

***Teaching, 2nd Edition***

**Framework: Library/Media Specialists**

***Rubric for: School Librarians***

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| **Library/Media Specialists – 1a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology.** | Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology. | Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology. | Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology. | Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology. |
| ***Critical***  ***Attributes*** | • *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.* | • *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.* | • *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.* | • *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.* |
| ***Possible Examples of Evidence*** | • *Subscriptions to professional journals.*  • *21st century activities and lessons.*  • *Webliographies*  • *Recommended reading lists.*  • *Online book trailers.* | | | |

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| **Library/Media Specialists – 1b** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1b: Demonstrating knowledge of the school’s program and student information needs within that program.** | Library/media specialist demonstrates little or no knowledge of the school’s content standards and of students’ needs for information skills within those standards. | Library/media specialist demonstrates basic knowledge of the school’s content standards and of students’ needs for information skills within those standards. | Library/media specialist demonstrates thorough knowledge of the school’s content standards and of students’ needs for information skills within those standards. | Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school’s academic program. |
| ***Critical***  ***Attributes*** | • *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 provide explanations of the content.*  • *The LMS does not answer questions from students accurately.* | • *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 media program.*  • *The LMS provides some explanations of the content.*  • *The LMS answers questions from students accurately.* | • *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 media program.*  • *The LMS accurately answers questions from members of the learning community and provides feedback.* | • *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 consistently provides clear explanations of the content.*  • *The LMS has an established plan for providing communication to students.* |
| ***Possible Examples of Evidence*** | • *Records of advocating for technology for student use.*  • *Conducted needs assessment of information technology among students and teachers.*  • *Lesson plans incorporating instructional technologies.*  • *Highlighted examples of student work using instructional technologies.* | | | |

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| **Library/Media Specialists – 1c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1c: Establishing goals for the library/media program appropriate to the setting and the students served.** | Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students. | Library/media specialist’s goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students. | Library/media specialist’s goals for the media program are clear and appropriate to the situation in the school and to the age of the students. | Library/media specialist’s goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues. |
| ***Critical***  ***Attributes*** | • *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.* | • *The LMS has undeveloped short- and long- range goals for the library media program.*  • *The LMS rarely communicated with members of the learning community to promote collaboratively developed instructional activities and units.* | • *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.* | • *The LMS seeks feedback from members of the learning community prior to the development of short- and long-range goals for the library media program.*  • *The LMS communicates short- and long-range goals for the library media program to 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.* |
| ***Possible Examples of Evidence*** | • *Library’s vision and mission reflects student needs.*  • *Library’s vision and mission is aligned with school/district/state goals and initiatives.*  • *Library instructional program has been developed collaboratively with faculty and students to support school/district/state goals and initiatives.*  • *Participated in leadership meetings.* | | | |

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| **Library/Media Specialists – 1d** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary**  **loan.** | 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 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 is fully aware 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 is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school’s program. |
| ***Critical***  ***Attributes*** | • *The LMS informs of resources upon request.*  • *The LMS is unaware of community partners available beyond the school.*  • *The LMS rarely plans instruction that utilizes*  *the resources available within the school.*  • *The LMS does not have a website but shares library information through posters and signage within the library.* | • *The LMS has a website with current static information on library physical and digital resources.*  • *The LMS works with the community on*  *existing opportunities.*  • *The LMS occasionally plans and delivers instruction that refers to resources within the library.* | • *The LMS has a website with frequently updated information on library physical and digital resources and access instructions.*  • *The LMS seeks out and works with the*  *community as opportunities arise.*  • *The LMS regularly plans and delivers instruction that promotes the use of resources available within the school.* | • *The LMS has created a dynamic and interactive website that invites learners to explore informational and interactive spaces and resources.*  • *The LMS has a well-established network of community partners for students and teachers – such as libraries, museums, colleges, etc.*  • *The LMS regularly delivers innovative programs and services that nurture a reading & learning community.* |
| ***Possible Examples of Evidence*** | • *Partnered with appropriate community organizations for access to needed resources.*  • *Lessons that promote the use of a wide variety of information resources.*  • *Libguides*  • *Documentation of promotion of library resources.* | | | |

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| **Library/Media Specialists – 1e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1e:**  **Planning the library/media program integrated with the overall school program.** | Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Library/media specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | Library/media specialist’s plan is well designed to support both teachers and students in their information needs. | Library/media specialist’s plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan  has been developed after consultation with teachers. |
| ***Critical***  ***Attributes*** | • *The LMS rarely plans activities and/or selects resources to align with the overall school program, the 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.* | • *The LMS occasionally plans activities and/or selects resources to align with the overall school program, the 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.* | • *The LMS plans activities and/or select resources to align with the overall school program, the 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 wedding materials.*  • *The LMS annually analyzes, evaluates, and replaces/supplements items within the collection.* | • *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.* |
| ***Possible Examples of Evidence*** | • *Developed a diverse library collection, including a variety of print and digital resources, to effectively support the school’s curriculum.*  • *Reports of involvement in curriculum committees.*  • *Created library action plan (may use Department of Education Elements of a Quality School Library Media Program as framework).*  • *Library action plan is aligned with school/district/state goals and initiatives.*  • *Library schedule of classes.* | | | |

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| **Library/Media Specialists – 1f** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **1f: 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. | Library/media specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Library/media specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |
| ***Critical***  ***Attributes*** | • *The LMS has no plan to evaluate the library media program.*  • *The LMS resists the suggestion that such an evaluation is necessary.* | • *The LMS has an incomplete plan to evaluate the library media program.*  • *The LMS’s plan does not address one or more of the following components: the evaluation of print and digital recourses, usage of library services, state of the physical space, and alignment to the overall school program.* | • *The LMS has a plan to evaluate the library media program.*  • *The LMS’s plan incorporates the evaluation of print and digital recourse, usage of library services, state of the physical space, and alignment to the overall school program.* | • *The LMS develops quantitative and qualitative*  *tools to collect data for evaluating the library media 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 to library services.* |
| ***Possible Examples of Evidence*** | • *EES Working Portfolio.*  • *Plan for assessment of library media program (e.g., Hawaii State Department of Education Elements of a Quality School Library Media Program).*  • *Diverse collection of data (e.g., statistics, student work, anecdotal data, observations, photographs, etc.).* | | | |

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| **Library/Media Specialists – 2a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **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 sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among students in the library. |
| ***Critical***  ***Attributes*** | • *The LMS uses disrespectful talk toward students; student body language indicates feelings of hurt or insecurity.*  • *Students disrespectful talk toward one another with no response from the LMS.*  • *The LMS displays no familiarity with or caring about individual student’ interests or personalities.* | • *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 individual students, but student reactions indicate that the efforts are not completely successful.* | • *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.* | • *The LMS demonstrates knowledge and caring about individual students’ lives beyond school.*  • *When necessary, students correct one another in their conduct toward 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.* |
| ***Possible Examples of Evidence*** | • *Student and teacher surveys on usage and climate.*  • *Policies relating to student behavior in the library.*  • *Posters promoting GLOs, etc.*  • *Students monitoring student behavior.* | | | |

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| **Library/Media Specialists – 2b** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2b: Establishing a culture for investigation and love of literature.** | Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required. | Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it. | Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature. | Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values. |
| ***Critical***  ***Attributes*** | • *LMS does not communicate the importance of seeking information.*  • *LMS does not promote reading as an*  *integral part of learning and personal growth.*  • *LMS does little or nothing to promote reading for enjoyment.* | • *LMS communicates the importance of seeking information, but the process is unstructured.*  • *LMS inconsistently promotes reading as an*  *integral part of learning and personal growth.*  • *LMS employs limited or inconsistent strategies to promote reading for enjoyment.* | • *LMS uses a variety of techniques to create a learning rich library environment.*  • *LMS communicates the importance of*  *systematically seeking information.*  • *LMS directs initiatives that promote reading as an integral part of learning and personal growth.*  • *LMS employs a variety of strategies to promote reading for enjoyment.* | • *LMS advocates for the evaluation and access to a variety of information resources.*  • *LMS models effective information seeking*  *behaviors for students and colleagues.*  • *LMS models an appreciation for the importance of reading through the development of a variety of activities and events.*  • *LMS consistently utilizes individualized strategies to promote reading for enjoyment.* |
| ***Possible Examples of Evidence*** | • *Created and implemented library curriculum plan integrated with state content standards, distant learning, blended learning.*  • *Conducted in-service training for school on library use.*  • *Administered interest survey resulting in acquisition of new resources.*  • *Displayed student work and materials.*  • *Recorded data of student participation in library-initiated activities, such as Read Across America, Reading Promotion program, book fairs, Nene Awards, book clubs, etc.*  • *Established a reading corner.*  • *Encouraged individual student inquiry projects.*  • *Lesson plans incorporating reading strategies.*  • *Assessments of programs and services as well as lessons.*  • *Reading recommendation lists and online book trailers.*  • *Student reading/viewing logs.*  • *Blogs and wikis promoting reading.*  • *Circulation/collection statistics.*  • *Connecting with authors using technology.*  • *Hosting author/illustrator visits.* | | | |

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| **Library/Media Specialists – 2c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2c: Establishing**  **and maintaining library procedures** | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) 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. |
| ***Critical***  ***Attributes*** | • *Media Center routines and procedures are not established.*  • *Media Center’s physical environment includes physical hazards, endangering student and staff safety.*  • *Library assistant requires constant supervision to function within the library program.* | • *Media Center routines and procedures need frequent reminders/re-teaching.*  • *Media Center’s physical environment is not an impediment to learning, but does not enhance learning.*  • *Library assistant requires guidance to contribute to the success of the library program.* | • *Media Center routines and procedures function smoothly.*  • *Media Center is organized for safety, easy traffic flow and learning.*  • *Library assistant contributes to the success of the library program.* | • *Members of the learning community can independently navigate the Media Center and utilize its resources.*  • *Members of the learning community take the*  *initiative to ensure their time in the Media Center is used productively.*  • *Library assistant takes initiative and contributes to the success to the library program.* |
| ***Possible Examples of Evidence*** | • *Established and labeled areas for office space, circulation area, storage, processing materials, etc. to guide the library user.*  • *Created policies and procedures manual.*  • *Developed accommodations for physical/visual impaired colleagues and students.*  • *Documented evaluation of library assistant.*  • *Published policies governing routines for selection and de-selection of appropriate media materials.*  • *Examples of resource sharing.*  • *Policies and procedures accessible on library website.* | | | |

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| **Library/Media Specialists – 2d** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2d: Managing student behavior.** | There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. | It appears that the library/media specialist has  made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. | Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist’s response to student misbehavior is appropriate and respectful to students. | Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist’s monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| ***Critical***  ***Attributes*** | • *The library media setting is chaotic with no apparent standards of conduct because students 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.* | • *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.* | • *Standards of conduct have been established and are consistently practiced.*  • *Student behavior is generally appropriate.*  • *The LMS frequently monitors student behavior.*  • *The LMS’s response to student misbehavior is effective.* | • *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.* |
| ***Possible Examples of Evidence*** | • *Conspicuous posting of expected student behavior while in library.*  • *Differentiated signage (address various learning styles, etc.).*  • *Documentation of creation of (or input) library rules/policies by students.*  • *Surveys regarding library policies/rules.*  • *Student work promoting library policies/rules (print or digital).* | | | |

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| **Library/Media Specialists – 2e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **2e: Organizing physical space to enable smooth flow.** | Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. | Library/media specialist’s efforts to make use of the physical environment are uneven, resulting in occasional confusion. | Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. | Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting. |
| ***Critical***  ***Attributes*** | • *LMS has limited and poorly organized physical spaces for differentiated uses as well as under-developed virtual spaces to meet various user needs.*  • *LMS provides restricted access to limited digital resources and tools.*  • *Access instructions are unavailable or*  *difficulty to find.*  • *Unclear or no physical library signage.*  • *Patrons are confused and don’t know how to locate needed resources.* | • *LMS has adequate physical spaces for differentiated uses with emerging virtual spaces to meet various user needs.*  • *LMS provides limited instructions and access to physical and digital resources and tools.*  • *LMS provides basic instructions and access to physical and digital resources and tools only during school hours.*  • *Minimal or basic library physical signage visible.*  • *Patrons can navigate and locate needed resources with assistance.* | • *LMS has adequate physical and virtual spaces that invite users to work both independently and collaboratively on research and projects based on learning styles and needs.*  • *LMS provides clear instructions and access to digital resources and opportunities with technology integration – primarily during the school day.*  • *Clear and specific signage visible for physical and virtual resources.*  • *Patrons can easily navigate and locate needed resources.* | • *LMS makes flexible and innovative use of physical and virtual spaces that invites all users.*  • *Library/media specialist provides clear instructions and 24/7 access to highly relevant digital resources and tools with technology integration.*  • *Library/media specialist seamlessly integrates a range of technology applications and tools to assist students in accessing, creating, collaborating and communicating their learning.*  • *Attractive, clear and specific signage visible for physical and virtual resources.*  • *Patrons can navigate and locate needed physical and digital resources independently.*  • *LMS has a randomly selected physical collection.* |
| ***Possible Examples of Evidence*** | • *Attractive displays.*  • *Library floor plan (ADA compliant, etc.).*  • *Free and open access policy.*  • *Comfortable, safe reading spaces/areas.*  • *Maker spaces.*  • *Modified workstation configuration and placement to maximize targeted usage of library materials and resources.* | | | |

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| **Library/Media Specialists – 3a** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3a:**  **Maintaining and extending the library**  **collection in accordance with the school’s needs and within budget limitations.** | Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas. | Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. | Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas. | Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas. |
| ***Critical***  ***Attributes*** | • *LMS has a randomly selected physical collection.*  • *No library resource budget.*  • *LMS and staff rarely weed or update the physical collections of outdated material.*  • *LMS does not participate in any cooperative purchasing arrangements.*  • *LMS has no plans to develop access to community resources.* | • *LMS maintains a physical and virtual collection using appropriate guidelines.*  • *LMS and staff weed the physical collection and*  *update the digital collection once in two years.*  • *LMS participates in one cooperative purchasing arrangement.*  • *LMS plans to develop access to community resources.* | • *LMS develops and maintains a physical and virtual collection that supports state and national standards.*  • *LMS and staff weed the physical collection and update the digital collection once a year.*  • *LMS participates in several cooperative purchasing arrangements.*  • *LMS has begun to develop access to community resources.* | • *Library/media specialist develops and maintains physical and virtual collections in multiple formats that support state and national standards and meets the diverse learning needs of faculty and students.*  • *LMS and staff regularly weed the physical collection and update the digital collection to ensure currency.*  • *LMS actively pursues a range of cooperative*  *purchasing arrangements.*  • *Library/media specialist stays abreast of emerging technologies and guides students and teachers to most appropriate resources.*  • *LMS serves as an access point to a range of community resources (speakers, consultants, field trip sites, etc.).* |
| ***Possible Examples of Evidence*** | • *Purchasing/collection development policies.*  • *Followed state and national guidelines.*  • *Collection analysis; needs assessment.*  • *Solicited titles from teachers and students.*  • *Weeding schedule.*  • *Circulation statistics of newly acquired materials or targeted resources.* | | | |

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| **Library/Media Specialists – 3b** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3b: Collaborating with teachers in the design of instructional units and lessons.** | Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. | Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| ***Critical***  ***Attributes*** | • *LMS’ relationship with colleagues is characterized by negativity or combativeness.*  • *LMS purposefully avoids collaboration.*  • *LMS avoids involvement in assisting classroom teachers in instructional lessons and units.* | • *LMS has pleasant relationship with colleagues.*  • *When invited, LMS has collaborative relationships with colleagues.*  • *When asked, LMS assists classroom teachers in instructional lessons and units.* | • *LMS has supportive relationships with colleagues.*  • *LMS seeks out collaborative opportunities with colleagues.*  • *LMS volunteers to assist classroom teachers in instructional lessons and units.* | • *LMS takes a leadership role in promoting collaborative relationships between colleagues.*  • *LMS takes a leadership role in providing multiple resources to colleagues that contribute to successful student outcomes.* |
| ***Possible Examples of Evidence*** | • *Implemented units of instruction demonstrating collaborative work with colleagues (aligned to CCSS).*  • *Provided evidence of partnership with school, family, and community organizations.*  • *Documentation of providing support to teachers.*  • *Participated in school-wide committees, such as leadership team.*  • *Student work as a result of collaboration.*  • *Libguides* | | | |

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| **Library/Media Specialists – 3c** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3c: Engaging students in enjoying literature and in learning information skills.** | Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. | Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials. | Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers. |
| ***Critical***  ***Attributes*** | • *Few students are intellectually engaged in enjoying literature and in learning information skills.*  • *LMS does little or nothing to promote reading for enjoyment.* | • *Some students are intellectually engaged in enjoying literature and in learning information skills.*  • *LMS employs limited or inconsistent strategies to promote reading for enjoyment.* | • *Most students are intellectually engaged in enjoying literature and in learning information skills.*  • *LMS employs a variety of strategies to promote reading for enjoyment.* | • *Virtually all students are intellectually engaged in enjoying literature and in learning information skills and seeks opportunities to share with peers.*  • *LMS consistently utilizes individualized strategies to promote reading for enjoyment.* |
| ***Possible Examples of Evidence*** | • *Created and implemented assessment tools to measure growth in reading competency.*  • *Documentation of student participation in activities involving information skills and reading of literature.*  • *Encouraged individual student inquiry projects.*  • *Student reflections on work.*  • *Portfolios of student work.*  • *Projects displaying use of multiple literacies.*  • *Student and teacher evaluations of collections and information access.*  • *Student ratings/reviews of books accessible online (e.g., within library management system).* | | | |

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| **Library/Media Specialists – 3d** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3d: Assisting students and colleagues in the use of technology in the library/media center.** | Library/media specialist declines to assist students and colleagues in the use of technology in the library/media center. | Library/media specialist assists students and colleagues in the use of technology in the library/media center when specifically asked to do so. | Library/media specialist initiates sessions to assist students and colleagues in the use of technology in the library/media center. | Library/media specialist is proactive in initiating  sessions to assist students and colleagues in the use of technology in the library/media center. |
| ***Critical***  ***Attributes*** | • *LMS provides no instruction on the use of information technology.* | • *LMS is inconsistent in providing instruction on the effective use of information technology.* | • *LMS provides guided instruction on the effective use of information technology.* | • *LMS promotes the independent use of information technology among students and colleagues.* |
| ***Possible Examples of Evidence*** | • *Evaluation summaries of in-service training for colleagues and students.*  • *Created documents, such as library/media center schedule/log that showed opportunities for every student to utilize the center according to their needs.*  • *Assisted in bibliography or web quest of the resources for a specific unit taught emphasizing curriculum connections.*  • *Student work integrating the use of library technology resources.*  • *Lessons and tutorials accessible on library website.*  • *Webliographies (lists of online and text resources).* | | | |

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| **Library/Media Specialists – 3e** | | | | |
| **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **3e: Demonstrating flexibility and responsiveness.** | Library/media specialist adheres to the plan, in spite of evidence of its inadequacy. | Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change. | Library/media specialist makes revisions to the library/media program when they are needed. | Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input. |
| ***Critical***  ***Attributes*** | • *The LMS does not making changes to short- and long-range goals and aligned activities for the library media program.* | • *The LMS rarely revisits short- and long-range goals and aligned activities for the library media program.* | • *The LMS revisits the short- and long-range goals and aligned activities for the library media program.* | • *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.* |
| ***Possible Examples of Evidence*** | • *Summary of action taken as a result of feedback from comment/suggestion box (print and electronic).*  • *Summary of action taken as a result of satisfaction survey with faculty and students (print and electronic).*  • *Modified lesson plans (after collaboration with teachers).*  • *Flexible scheduling and hours.*  • *24/7 access to electronic resources.* | | | |