**Framework: Hawaii Teacher Standards Board (HTSB)**

***Rubric for: School Librarians***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HTSB School Librarian - Standard 1** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 1: Teaching for Learning** | • The school librarian demonstrates no knowledge of learners and learning, instruction in multiple literacies, or inquiry-­‐based learning.  • The school librarian does not model  and promote collaborative planning.  • The school librarian does not encourage members of the learning community to become effective users and creators of ideas and information.  • The school librarian does not design or implement instruction that engages students' interests. | • The school librarian demonstrates limited knowledge of learners and learning, instruction in multiple literacies, and inquiry-­‐based learning.  • The school librarian rarely models and  promotes collaborative planning.  • The school librarian rarely encourages members of the learning community to become effective users and creators of ideas and information.  • The school librarian periodically designs and implements instruction that engages students’ interests but rarely provides instruction that develops students’ ability to inquire, think critically, gain and share knowledge. | • The school librarian demonstrates adequate knowledge of learners and learning, instruction in multiple literacies, and inquiry-­‐based learning.  • The school librarian frequently models  and promotes collaborative planning.  • The school librarian frequently encourages members of the learning community to become effective users and creators of ideas and information.  • The school librarian frequently designs and implements instruction that engages students’ interests and regularly provides instruction to strengthen students’ ability to inquire, think critically, gain and share knowledge. | • The school librarian demonstrates deep knowledge of learners and learning, instruction in multiple literacies, and inquiry-­‐based learning.  • The school librarian consistently models  and promotes collaborative planning.  • The school librarian consistently encourages members of the learning community to become effective creators of ideas and information.  • The school librarian consistently designs and implements instruction that engages students' interests and systematically uses a well defined inquiry process that clearly develops students' ability to inquire, think critically, gain and share knowledge. |
| ***Critical***  ***Attributes*** | *1.1 No demonstrated knowledge of*  *learning styles and developmental*  *growth stages or ways to assess for*  *student learning.*  *1.2 No demonstrated use of teaching and*  *assessment strategies to promote*  *inquiry-­‐based learning.*  *1.3 No evidence of collaboration with*  *teachers in instruction and*  *curriculum development activities.*  *1.4 No demonstrated integration of*  *multiple literacies and 21st century*  *technologies in instruction to*  *strengthen critical thinking and*  *promote creative activity.* | *1.1 Demonstration of limited knowledge*  *regarding learning styles, developmental*  *growth stages, and ways to assess for*  *student learning.*  *1.2 Occasional use of teaching and assessment*  *strategies to promote inquiry-­‐based*  *learning.*  *1.3 Occasional collaboration with teachers in*  *effective instruction and curriculum*  *development activities.*  *1.4 Occasional integration of multiple literacies*  *and 21st century technologies in instruction*  *to strengthen critical thinking and promote*  *creative activity.* | *1.1 Demonstration of adequate knowledge*  *regarding learning styles,*  *developmental growth stages, and ways*  *to assess for student learning.*  *1.2 Frequent use of teaching and*  *assessment strategies to promote*  *inquiry-­‐based learning.*  *1.3 Frequent collaboration with teachers in*  *effective instruction and curriculum*  *development activities.*  *1.4 Frequent integration of multiple*  *literacies and 21st century technologies*  *in instruction to strengthen critical*  *thinking and promote creative activity.* | *1.1 Demonstration of deep knowledge regarding*  *learning styles, developmental growth stages,*  *and ways to assess for student learning.*  *1.2 Consistent use of various teaching and*  *assessment strategies to promote inquiry-­‐*  *based learning.*  *1.3 Consistent collaboration with teachers in*  *effective instruction and curriculum*  *development activities.*  *1.4 Systematic integration of multiple literacies*  *and 21st century technologies in instruction to*  *strengthen critical thinking and promote*  *creative activity.* |
| ***Possible Examples of Evidence*** |  | | | |

• *Implemented lesson and units that align with current state and national standards.*

• *Designed instruction that integrates use of both print and digital resources.*

• *Integrated use of various technologies to locate, organize, use, and create information.*

• *Applied an inquiry process or inquiry model in developing instruction.*

• *Assessed for student learning in library-­‐led activities.*

• *Created a library curriculum map.*

• *Collaborated with teachers on instruction.*

• *Collected examples of student products.*

• *Invited community resources to participate in projects and activities with students.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HTSB School Librarian - Standard 2** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 2: *Literacy and Reading*** | • The school librarian does not promote reading for learning, personal growth, or enjoyment.  • The school librarian does not reinforce classroom reading instruction to address the diverse needs and  interests of all readers. | • The school librarian occasionally promotes reading for learning, personal growth, and enjoyment.  • The school librarian uses limited strategies to reinforce classroom reading instruction that addresses the diverse needs and interests of all readers. | • The school librarian frequently promotes reading for learning, personal growth, and enjoyment.  • The school librarian uses various strategies to reinforce classroom reading instruction that addresses the diverse needs and interests of all readers. | • The school librarian consistently promotes reading for learning, personal growth, and enjoyment.  • The school librarian uses various strategies to reinforce classroom reading instruction and assesses their impact on the diverse needs and interest of all readers. |
| ***Critical***  ***Attributes*** | *2.1 Limited familiarity with children, young adult, and professional literature; knowledge restricted to print formats.*  *2.2 No use of strategies to promote reading for learning and personal growth.*  *2.3 Inadequate print collection and*  *restricted digital access that fail to meet most learning needs.*  *2.4 No collaboration with teachers to reinforce literacy instruction.* | *2.1 Familiarity with children and young adult literature but less so with professional literature; knowledge largely limited to print formats.*  *2.2 Occasional use of strategies to promote reading for enjoyment more than learning.*  *2.3 Adequate print collection but*  *restricted digital access that meets some learning needs.*  *2.4 Infrequent collaboration with teachers to reinforce literacy instruction.* | *2. 1 Familiarity with children, young adult, and professional literature; knowledge largely limited with print formats.*  *2.2 Frequent use of strategies to promote*  *reading for both enjoyment and learning.*  *2.3 Well-­‐stocked print collection and adequate digital access that meet most learning needs.*  *2.4 Frequent collaboration with teachers to reinforce literacy instruction.* | *2.1 Familiarity with children, young adult, and professional literature; knowledge extends to multiple formats.*  *2.2 Regular use of various strategies to*  *promote reading for both enjoyment and learning; incorporation of assessment measures.*  *2.3 Well-­‐stocked, current print collection and*  *wide range of digital access that meet diverse learning needs.*  *2.4 Regular collaboration with teachers to reinforce literacy instruction; extended support from parents and community members.* |
|  |
| ***Possible Examples of Evidence*** |  | | | |

• *Implemented programs and services to promote reading.*

• *Implemented instruction that incorporates reading strategies.*

• *Created and implemented assessment tools to measure growth in reading competency.*

• *Produced lists, blogs and other resources to encourage reading for pleasure and studies.*

• *Maintained and analyzed logs on database usage.*

• *Maintained and analyzed circulation and collection statistics.*

• *Analyzed collection for levels of text complexity, fiction/nonfiction ratio.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HTSB School Librarian - Standard 3** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 3: Information and Knowledge** | • The school librarian does not model and promote ethical, equitable access to and use of physical, digital, and virtual resources.  • The school librarian does not provide information sources and services that support the needs of the diverse learning community.  • The school librarian does not use research strategies that generate data to improve practice in school libraries. | • The school librarian infrequently models and promotes ethical,  equitable access to and use of physical, digital, and virtual resources.  • The school librarian provides limited information sources and services that support the needs of the diverse learning community.  • The school librarian rarely uses research strategies that generate data to improve practice in school libraries. | • The school librarian consistently models and promotes ethical, equitable access to and use of physical, digital, and virtual resources.  • The school librarian provides various information sources and services that support the needs of the diverse learning community.  • The school librarian frequently uses research strategies that generate data to improve practice in school libraries. | • The school librarian consistently models and promotes ethical, equitable access to and use of physical, digital, and virtual resources; and provides professional development to faculty.  • The school librarian provides various information sources and services that support the needs of the diverse learning community, and evaluates the impact of these activities.  • The school librarian systematically uses research strategies, including input from various stakeholders, to generate data that improves practice in school libraries. |
| ***Critical***  ***Attributes*** | *3.1 No use of information literacy strategies to promote efficient and ethical information-­‐seeking behavior.*  *3.2 No evidence of flexible, open access to*  *library services and resources.*  *3.3 No support for learning that engages students in the use of information technology.*  *3.4 No application of evidence-­‐based practice or action research to improve library services.* | *3.1 Limited use of information literacy strategies to promote efficient and ethical information-­‐seeking behavior.*  *3.2 Minimal evidence of flexible, open*  *access to library services and resources.*  *3.3 Minimal support for learning that*  *engages students in the use of information technology.*  *3.4 Limited application of evidence-­‐based practice or action research to improve library services.* | *3.1 Consistent use of information literacy strategies to promote efficient and ethical information-­‐seeking behavior.*  *3.2 Strong evidence of flexible, open access*  *to library services and resources.*  *3.3 Consistent support for learning that engages students in the use of information technology.*  *3.4 Systematic application of evidence-­‐based practice or action research to improve library services.* | *3.1 Consistent use of information literacy strategies to promote efficient and ethical information-­‐seeking behavior, and systematic assessment of student learning.*  *3.2 Strong and clearly documented evidence of flexible, open access to library services and resources.*  *3.3 Consistent support for learning that engages students in the use of information technology and that reflects collaboration with teachers.*  *3.4 Systematic application of evidence-­‐based practice or action research to improve library services and effective communication of results to the school community.* |
| ***Possible***  ***Examples of***  ***Evidence*** |  | | | |

• *Published policies governing collection management and information access.*

• *Documented student and teacher evaluations of collections and information access.*

• *Conducted needs assessments and collection analyses with faculty and student input.*

• *Promoted responsible and ethical information practices among students and faculty.*

• *Developed cooperative purchase arrangements with other libraries.*

• *Promoted resource sharing among libraries.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HTSB School Librarian - Standard 4** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard 4: Advocacy and Leadership** | • The school librarian does not collaborate and connect with the school community to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement.  • The school librarian does not lead professional development activities for other educators.  • The school librarian does not articulate ways in which school libraries contribute to student achievement. | • The school librarian rarely collaborates and connects with the school community to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement.  • The school librarian seldom leads professional development activities for other educators.  • The school librarian seldom articulates ways in which school libraries contribute to student achievement. | • The school librarian frequently collaborates and connects with the school community to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement.  • The school librarian frequently leads professional development activities for other educators.  • The school librarian frequently articulates ways in which school libraries contribute to student achievement. | • The school librarian consistently and effectively collaborates and connects with the school community to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement.  • The school librarian frequently leads professional development activities for other educators and systematically evaluates the results.  • The school librarian regularly and effectively articulates ways in which school libraries contribute to student achievement. |
| ***Critical***  ***Attributes*** | *4.1 No evidence of networking with the library community.*  *4.2 No evidence of participation in activities that strengthen professional growth and leadership.*  *4.3 No evidence of practice that is informed by research and communication of how libraries enhance school improvement efforts.*  *4.4 No evidence of advocacy for library programs, resources, or services.* | *4.1 Evidence of social networking with the library community.*  *4.2 Occasional participation in activities that strengthen professional growth.*  *4.3 Limited evidence of practice that is*  *informed by research.*  *4.4 Limited evidence of advocacy for library programs, resources, and services.* | *4.1 Evidence of professional as well as social networking with the library community for resource sharing and intellectual exchanges.*  *4.2 Regular participation in activities that*  *strengthen professional growth.*  *4.3 Consistent evidence of practice that is informed by research.*  *4.4 Consistent evidence of advocacy for*  *library programs, resources, and services.* | *4.1 Evidence of taking a lead in professional networking with the library community for resource sharing and intellectual exchanges.*  *4.2 Consistent evidence of participation in*  *activities that strengthen professional growth and foster leadership.*  *4.3 Consistent evidence of practice that is informed by research and proactively communicates how libraries enhance school improvement efforts.*  *4.4 Consistent evidence of advocacy for library programs, resources, or services, and ongoing assessment and feedback involving the school community.* |
| ***Possible Examples of Evidence*** |  | | | |

• *Participated in leadership activities at school, complex, and/or state levels.*

• *Conducted and assessed librarian-­‐led staff development.*

• *Presented at local and/or national conferences.*

• *Participated in conferences, PD courses, and other means for professional improvement.*

• *Published journal articles or other means to communicate achievements through the library.*

• *Implemented various marketing strategies to promote awareness of library services among faculty, students, administrators, and the community.*

• *Won awards and recognition for professional achievement.*

• *Achieved National Board Certification.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HTSB School Librarian - Standard 5** | | | | |
| **Standard** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| **Standard: 5**  **Program Management and Administration** | • The school librarian does not plan and develop programs and services that clearly support the mission of the library and the school.  • The school librarian does not effectively implement and evaluate programs and services that clearly support the mission of the library and the school.  • The school librarian does not effectively apply the ethics and principles of management and administration. | • The school librarian seldom plans and develops programs that clearly support the mission of the library and the school.  • The school librarian seldom implements and evaluates programs and services that clearly support the mission of the library and the school  • The school librarian seldom applies the ethics and principles of management and administration effectively. | • The school librarian consistently plans and develops programs that clearly support the mission of the library and the school.  • The school librarian consistently implements and evaluates programs and services that clearly support the mission of the library and the school.  • The school librarian consistently and effectively applies the ethics and principles of management and administration. | • The school librarian consistently plans and develops programs that clearly support  the mission of the library and the school and involves the school community in the planning process.  • The school librarian consistently implements and evaluates programs and services that clearly support the mission of the library and the school and communicates the results to the school community.  • The school librarian consistently and effectively applies the ethics and principles of management and administration and reflects on the ongoing improvements. |
| ***Critical Attributes*** | *5.1 No written plan to manage the library collection or to improve information access.*  *5.2 No effort to promote professional ethics and digital citizenship.*  *5.3 Ineffective practices in all three of the following areas: managing the facility, human resources, and finances.*  *5.4 No evidence of strategic planning for the library.* | *5.1 No consistently updated plan to manage the library collection or to improve information access.*  *5.2 Occasional effort to promote professional ethics and digital citizenship.*  *5.3 Effective practices in one or two of*  *the following areas: managing the facility, human resources, and finances.*  *5.4 Limited evidence of strategic planning for the library.* | *5.1 Consistently updated plan to manage the library collection or to improve information access.*  *5.2 Consistent effort to promote professional ethics and digital citizenship.*  *5.3 Effective practices in all three of the*  *following areas: managing the facility, human resources, and finances.*  *5.4 Consistent evidence of strategic*  *planning for the library.* | *5.1 Consistently updated plan to manage the library collection or to improve information access with regular input from the school community.*  *5.2 Consistent effort to promote professional ethics and digital citizenship and assessment of the impact on students and faculty.*  *5.3 Effective practices in all three of the following areas: managing the facility, human resources, and finances, using a continuous assessment of progress and identification of areas for improvement.*  *5.4 Consistent evidence of strategic planning*  *for the library that is developed collaboratively with the school community.* |
| ***Possible Examples of Evidence*** | • *Created an action plan for the library that aligns with the school’s Academic and Financial Plan.*  • *Conducted assessments with students and faculty regarding the quality of services and areas for possible improvement and expansion.*  • *Developed both physical and virtual library spaces to accommodate diverse learners with a range learning needs.*  • *Received grants for improving library programs and resources.*  • *Provided adjustments for physically handicapped patrons.*  • *Developed and maintained efficient and effective working relationships with paid staff and volunteers working in the library.*  • *Designed a library website that provides easy access to a range of services and programs.* | | | |