

## I. Curriculum, Planning & Assessment

The Library Media Specialist: 4

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	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
a. <b>Content Knowledge</b>	Administers a library in which the materials and environment facilitate independent and collaborative learning. Demonstrates subject matter knowledge by using current technology and literature to engage students and teachers in learning opportunities that encompass district curricula. Is regarded as an expert.	Administers a library in which the materials and environment facilitate independent and collaborative learning. Demonstrates subject matter knowledge by making broad use of current technology and literature to engage students in learning opportunities that encompass district curricula.	Demonstrates basic familiarity in a library in which the materials and environment facilitate learning. Uses some technology and literature to engage students in learning opportunities.	Demonstrates little or no familiarity in a library in which the materials and environment facilitate learning. Uses minimal technology and literature to engage students in learning opportunities.
b. <b>Knowledge of Curriculum and Teacher Skills</b>	Is knowledgeable and well-versed with the district's curriculum and collaborates with teachers to plan curriculum-based projects. Actively seeks information to support learning in the general classroom. Uses best practices to implement lesson in the library.	Collaborates with teachers to plan curriculum-based projects. Knowledgeable with some of the curriculum. Uses best practices to implement lesson in the library.	Plans curriculum-based projects with little collaboration with classroom teachers.	Plans curriculum-based projects with no collaboration with classroom teachers.
c. <b>Knowledge of Resources</b>	Maintains and promotes a collection of up-to-date and appropriate literature for classroom use and independent reading. Remains current with technological trends to support 21 <sup>st</sup> century learning. Works with teacher/grade level teams to incorporate these resources to enhance curriculum and classroom instruction.	Maintains and promotes a collection of up-to-date and appropriate literature for classroom use and independent reading. Remains current with technological trends to support 21 <sup>st</sup> century learning.	Attempts to maintain and promote a collection of up-to-date and appropriate literature for classroom use and independent reading. Minimal knowledge and use of current technological trends to support 21 <sup>st</sup> century learning.	Has little knowledge of up-to-date and appropriate literature for classroom use and independent reading. Technological skills do not support 21 <sup>st</sup> century learning.

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3

2

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d. <b>Well Structured Lessons</b>	Teaches information and research skills through whole-class, small group, and individual instruction that is well-planned and differentiated to meet the student's needs. Employs highly engaging lessons with clear and measurable objectives taught by media specialist alone or in collaboration with other teachers.	Media specialist teaches information and research skills through whole-class, small group, and individual instruction that is well-planned, some differentiation to meet needs of students, engaging lessons with clear and measurable objectives. Lessons taught by media specialist alone or in collaboration with other teachers.	Media specialist develops lessons with only some clear and measurable objectives and engagement. Media specialist teaches information and research skills through whole class.	Media specialist develops lessons with little or no measurable objectives and minimal engagement. Media specialist teaches information and research skills through whole class.
e. <b>Program(s) Evaluation</b>	Continually gathers information to update and evaluate lessons, continually seeks to improve library resources and technology to improve student and teacher learning.	Gathers information to evaluate lessons, continually seeks to improve library resources and technology to improve student and teacher learning.	Gathers some information to evaluate lessons, improves library resources and technology to improve student and teacher learning.	Gathers little information to evaluate lessons, rarely seeks to improve library resources and technology to improve student and teacher learning.
f. <b>Knowledge of Learners</b>	Has a good grasp of current child development theories as to how students learn and actively seeks new ideas.	Has a good grasp of child development theories as to how students learn and is open to new ideas.	Has a few ideas of ways students develop and learn.	Has few ideas on how to teach developmentally appropriate lessons and on how students learn.
g. <b>Assessments</b>	Consistently designs, develops and demonstrates the use of assessment results as the central foundation for instructional, curriculum, and coaching decisions. Effectively models protocols for teachers.	Designs, develops and uses student performance data in instructional, curriculum, and coaching decisions. Can effectively model tools and protocols for teachers.	Makes limited use of assessment results in instructional decisions.	Does not use performance data in making instructional, curriculum, and coaching decisions. Does not know how to use any assessment systems or understand data cycle.

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3

2

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h. <b>Learning Goals</b>	Skillful involvement in the process for setting grade, school and district learning goals and in developing plans to meet these goals.	Actively involved in the process for setting grade, school and district learning goals and in developing plans to meet these goals.	Limited involvement in the process for setting grade, school and district learning goals and in developing plans to meet these goals.	Does not participate in the process for setting grade, school and district learning goals and in developing plans to meet these goals.



## II. Teaching All Students

The Library Media Specialist: 4

3

2

1

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Trust, Respect and Relationships	Develops relationships that are respectful and trusting with both students and staff resulting in a positive learning environment.	Develops relationships that are respectful and trusting with both students and staff.	Develops relationships which are fair and respectful to most students and staff.	Develops relationships of mistrust/disrespect so that teachers and/or students are reluctant to request assistance.
b. Goals	Works collaboratively with teachers to define high expectations for the quality of student work for projects that address both curriculum content, information literacy, and technology skills. These include exemplars, rubrics, and guided practice.	Works collaboratively with teachers to define high expectations for the quality of student work for projects that address both curriculum content, information literacy, and technology skills with some exemplars, rubrics and guided practice.	Seldom meets with teachers to define high expectations for the quality of student work for projects that address both curriculum content, information literacy, and technology skills with few exemplars, rubrics and guided practice.	Rarely meets with teachers to define any expectations for the quality of student work for projects that address both curriculum content, information literacy, and technology skills with no exemplars, rubrics and guided practice.
c. Meeting Diverse Needs	Continually develops a balanced collection that supports a variety of instructional strategies; supports diverse learning styles, interests and abilities of users. Uses a balance of instructional strategies to accommodate differences in learning styles with both students and staff.	Develops a balanced collection that supports a variety of instructional strategies; supports diverse learning styles, interests and abilities of users. Uses a balance of instructional strategies to accommodate differences in learning styles.	Attempts to develop a balanced collection that supports a variety of instructional strategies; supports diverse learning styles, interests and abilities of users. Tries to use a balance of instructional strategies to accommodate differences in learning styles.	Struggles to develop a balanced collection that supports a variety of instructional strategies; supports diverse learning styles, interests and abilities of users. Labors to find and use a balance of instructional strategies to accommodate differences in learning styles.
d. Learning Environment	Creates and encourages a welcoming physical space and online platform to support collaborative learning and works with all teachers to develop and support collaborative curriculum projects.	Creates a welcoming physical space and online platform to support collaborative learning and works with teachers to develop and support collaborative curriculum projects.	Tries to create a welcoming physical space and online platform to support collaborative learning and works occasionally with teachers to develop and support collaborative curriculum projects.	Has little interest in creating a welcoming physical space and online platform to support collaborative learning and rarely works with teachers to develop and support collaborative curriculum projects.



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3

2

1

	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
e. Engaging	Is knowledgeable in the district curricula and is continually looking for additional support materials for the district curricula to encourage independent learning. Enables personalized instruction by guiding teachers and students to appropriate resources.	Knows the district curricula and encourages independent learning. Enables personalized instruction by guiding teachers and students to appropriate resources.	Is somewhat familiar with the district curricula and encourages independent learning through personalized instruction, occasionally guides teachers and students to appropriate resources.	Is somewhat familiar with district curricula and encourages independent learning through personalized instruction, rarely guides teachers and students to appropriate resources.
f. Well-structured Lessons	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs in information and media literacy.	Creates engaging lessons that scaffold learning opportunities that support and challenge student growth in information and media literacy.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping in information and media literacy.	Develops lessons with limited student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.
g. Expectations	Continually supports and instructs the schools' academic integrity policies. Instructs and promotes digital citizenship. Fosters and encourages respect, and collaboration. Fosters and inspires a growth mindset for both students and staff.	Supports and instructs the schools' academic integrity policies. Instructs and promotes digital citizenship. Promotes respect, and collaboration, Encourages a growth mindset with some students and staff.	Supports and instructs the schools' academic integrity policies. Provides some instruction of digital citizenship. Attempts to develop an environment that promotes respect, collaboration and a growth mindset among students and staff.	Does little to support and instruct the schools' academic integrity policies. Does little instruction of digital citizenship. Does little to develop an environment that promotes respect, collaboration and a growth mindset among students and staff.

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3

2

1

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h. Locating Resources	Highly proactive in locating and providing print and non-print resources for instructional improvements for staff and students. Provides a range of materials that address rigor and accommodate learning differences.	Provides print and non-print resources for instructional improvements for staff and students. Provides a range of materials that address rigor and accommodate learning differences.	Partially successful in locating print and non-print resources for instructional improvements for staff and students.	Fails to locate resources for instructional improvements for staff and students.



### III. Family and Community Engagement

The Library Media Specialist: 4

3

2

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	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Responsiveness	Communicates respectfully with families. Is sensitive, able to differentiate academically, culturally, behaviorally and supports other staff with this element.	Communicates respectfully with families, is sensitive and is able to differentiate academically, culturally and behaviorally.	Attempts to communicate respectfully with families, is sensitive and is able to differentiate academically, culturally or behaviorally.	Is often insensitive to the cultural, academic or behavioral needs of students and their families.
b. Communications and Expectations	Engages families in academic and behavior goal setting and progress monitoring throughout the year. Makes sure families hear positive news about their student first, and immediately flags any problems.	Provides families with user-friendly expectations for student learning and behavior in a variety of ways throughout the year. (e.g., via website, newsletter, email, Class Dojo, Remind). Promptly informs families of behavior and learning problems and updates families on good news.	Sends home or posts a list of classroom rules and policies for the year. Informs families about problems their students are having but rarely mentions positive news.	Doesn't inform families or offers very little information about learning and behavior expectations. Seldom informs families of concerns or positive news about their students.
c. Involving	Regularly communicates with parents to create, share and/or identify strategies for supporting learning and development at school and home, including those who are hard to reach. Successfully encourages most families to use at least one of these strategies and seeks out evidence of their impact. Informs parents of new initiatives and changes in curriculum.	Communicates with parents to create, share, and/or identify strategies for supporting and learning and development at school and home. Informs parents of new initiatives and changes in curriculum.	Sends home occasional suggestions on how parents can support learning and development at home or at school. Shares limited information related to new initiatives and changes in curriculum.	Rarely if ever communicates with parents on ways to help their children at home. Does not keep parents informed of new initiatives and curriculum changes.

### III. Family and Community Engagement

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3

2

1

	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
d. Community Resources	Maintains a thorough and up-to-date database of community resources for families, including contact information.	Maintains a knowledge of community resources.	Has limited knowledge of community resources.	Makes no effort to become knowledgeable about community resources.
e. Support	Frequently informs parents about how to appropriately support and enrich the curriculum at home.	Informs parents about how to support the curriculum at home.	Occasionally informs parents about how to help students at home.	Makes no effort to inform parents about how to help students at home.



#### IV. Professional Culture

The Library Media Specialist: 4

3

2

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	<b>Exemplary</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
a. Reliability	Has perfect or near perfect attendance. Carries out assignments conscientiously and punctually, keeps meticulous records.	Has very good attendance. Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Has moderate absences. If there are extenuating circumstances, state below. Occasionally skips assignments, is late, makes errors in record, and misses paperwork deadlines.	Has many absences. If there are extenuating circumstances, state below. Frequently skips assignments, is late, and makes errors in records and misses paperwork deadlines.
b. Judgment	Presents as a consummate professional and always observes appropriate boundaries. Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality with student records.	Demonstrates professional demeanor and maintains appropriate boundaries. Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries. Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Frequently acts and/or dresses in an unprofessional manner violates boundaries. If frequently unethical, dishonest, uses poor judgment, and/or and discloses student information.
c. Decision- Making	In planning and decision making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.
d. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.

## IV. Professional Culture

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3

2

1

e. Professional Collaboration	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Fosters and inspires a growth mindset with staff.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Encourages a growth mindset with staff members.	Does not consistently collaborate with colleagues in ways that support productive team effort. Attempts to encourage a growth mindset with staff.	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning. Does little to encourage a growth mindset with staff.
f. Professional Learning and Growth	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Participates only in required professional development activities and/or inconsistently or incorrectly applies new learning to improve practice.	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.
g. Consultation	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is ineffective or poorly customized.	Regularly provides ineffective advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.