

DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
<p>1a. Demonstrating Knowledge of Curriculum, Students, and Literature</p> <p>Developing a culture for lifelong learning, and collaborating in the design of instructional experiences</p>	<p>Librarian displays very little or no knowledge of the curriculum, resources, literacies, and the research process.</p> <p>Librarian rarely plans for instruction, promotes reading, and does not develop the collection in the context of students' developmental needs.</p> <p>Librarian has very little or no knowledge of all genres and rarely works to promote reading and love of learning.</p> <p>Librarian rarely collaborates in designing, planning, and implementing activities that integrate the use of resources and development of research skills and literacies.</p>	<p>Librarian displays little knowledge of the curriculum, resources, literacies, and the research process.</p> <p>Librarian seldom plans for instruction, promotes reading, and does not develop the collection in the context of students' developmental needs.</p> <p>Librarian has little knowledge of all genres and seldom works to promote reading and love of learning.</p> <p>Librarian seldom collaborates in designing, planning, and implementing activities that integrate the use of resources and development of research skills and literacies.</p>	<p>Librarian displays some knowledge of the curriculum, resources, literacies, and the research process.</p> <p>Librarian often (but not always) plans for instruction, promotes reading, and develops the collection in the context of students' developmental needs.</p> <p>Librarian has some knowledge of all genres and often (but not always) works to promote reading and love of learning.</p> <p>Librarian often (but not always) collaborates in designing, planning, and implementing activities that integrate the use of resources and development of research skills and literacies.</p>	<p>Librarian displays extensive knowledge of the curriculum, resources, literacies, and the research process.</p> <p>Librarian consistently plans for instruction, promotes reading, and consistently develops the collection in the context of students' developmental needs.</p> <p>Librarian has an extensive knowledge of all genres and consistently works to promote reading and love of learning.</p> <p>Librarian consistently collaborates in designing, planning, and implementing activities that integrate the use of resources and development of research skills and literacies.</p>

1a Elements to observe:

- Knowledge of: curriculum, information literacy, the learning process, the research process, resources, child development, student data, literature
- Library calendar / schedule • Reading promotion • Book clubs • Book displays • Book talks • Reading programs • Collaborative skills • Instructional support

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<p>Component 1b:</p> <p>Supporting instructional outcomes, Demonstrating Knowledge and Use of Resources</p>	<p>Librarian does not display an understanding of instructional outcomes and student population and does not provide the necessary resources and services.</p> <p>Librarian has little or no knowledge of information resources available to students and rarely seeks other resources.</p>	<p>Librarian displays some understanding of instructional outcomes and student population but seldom provides the necessary resources and services.</p> <p>Librarian has some knowledge of information resources available to students but seldom seeks other resources.</p>	<p>Librarian often (but not always) displays understanding of instructional outcomes and student population and often (but not always) provides the necessary resources and services.</p> <p>Librarian has some knowledge of information resources available to students and often seeks other resources.</p>	<p>Librarian consistently displays understanding of instructional outcomes and student population and consistently provides the necessary resources and services.</p> <p>Librarian has an extensive knowledge of information resources available to students and actively seeks other resources.</p>
<p>1b.Elements to observe:</p> <ul style="list-style-type: none"> • Knowledge of: standards, instructional outcomes, student data • Knowledge and provision of instructional resources and correlation of resources with student and curriculum needs 				

DOMAIN 2. THE LIBRARY ENVIRONMENT

	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICEINT	HIGHLY EFFECTIVE
Component 2a: Creating an Environment of Respect and Rapport Elements: Interpersonal relations Student interactions Staff interactions	<p>Librarian <i>rarely</i> provides a flexible and attractive environment with expectations that students are curious, on task and respectful.</p> <p>Librarian <i>rarely</i> demonstrates respect for students and staff.</p> <p>Librarian <i>rarely</i> communicates clear standards of conduct, student behavior, and <i>rarely</i> responds to misbehavior in ways that are appropriate and respectful.</p>	<p>Librarian <i>seldom</i> provides a flexible and attractive environment with expectations that students are curious, on task and respectful.</p> <p>Librarian <i>seldom</i> demonstrates respect for students and staff.</p> <p>Librarian <i>seldom</i> communicates clear standards of conduct, monitors behavior, and <i>seldom</i> responds to misbehavior in ways that are appropriate and respectful.</p>	<p>Librarian <i>often</i> provides a flexible and attractive environment with expectations that students are curious, on task and respectful.</p> <p>Librarian <i>often</i> demonstrates respect for students and staff.</p> <p>Librarian <i>often</i> communicates clear standards of conduct, monitors behavior, and <i>often</i> responds to misbehavior in ways that are appropriate and respectful.</p>	<p>Librarian <i>consistently</i> provides a flexible and attractive environment with expectations that students are curious, on task and respectful.</p> <p>Librarian <i>consistently</i> demonstrates respect for students and staff.</p> <p>Librarian <i>consistently</i> communicates clear standards of conduct, monitors behavior, and responds to misbehavior in ways that are appropriate and respectful.</p>

Elements to observe:

- Inviting environment
- Flexible spaces for program needs
- Expectations for learning
- Positive interactions with students and faculty
- Library guidelines
- Monitoring and responding to student behavior

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Component 2b: Managing Library Procedures and Organizing Physical Space	<p><i>Few</i> library guidelines and procedures have been established for library but <i>rarely</i> provide for access to resources, the facility, and the expertise of the librarian.</p>	<p><i>Some</i> library guidelines and procedures have been established for library but <i>seldom</i> provide for access to resources, the facility, and the expertise of the librarian.</p>	<p><i>Sufficient</i> library guidelines and procedures have been established for library and <i>often</i> provide for access to resources, the facility, and the expertise of the librarian.</p>	<p><i>Sufficient</i> library guidelines and procedures have been established for library and <i>consistently</i> provide for access to resources, the facility, and the expertise of the librarian.</p>

Elements to observe:

- Library policies
- Circulation procedures
- Scheduling procedures
- Flexibility in procedures
- Encourages independent library usage
- Functional spaces
- Safety considerations
- Traffic flow

DOMAIN 3: INSTRUCTION

	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICEINT	HIGHLY EFFECTIVE
Component 3a: Communicating Clearly and Accurately	School librarian <i>does not communicate clearly</i> and directions and procedures are <i>often confusing</i> or not provided at all.	School librarian is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	School librarian clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is <i>sometimes</i> used to demonstrate ways to use the resources and tools in the library and virtual environments.	School librarian clearly communicates directions and procedures both orally and in writing. Technology is used effectively to demonstrate productive ways to use the resources and tools in the library and in virtual environments.

Elements to observe:

- Directions presented to engage students
- Directions posted for routine tasks
- Directions presented using multiple methods
- Lessons adjusted for improved understanding
- Demonstrates skill in using digital resources
- Student use of age appropriate technology

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Component 3b: Using Questioning and Research Techniques	Librarian <i>does not</i> use open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature related lesson or researching to build knowledge.	Librarian <i>seldom</i> uses open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature related lesson or researching to build knowledge.	Librarian <i>often</i> uses open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature related lesson or researching to build knowledge.	Librarian consistently uses open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature related lesson or researching to build knowledge.

Elements to Observe:

- Quality question prompts
- Appropriate "wait" time used to encourage critical thinking
- Questioning / discussion techniques
- Age appropriate techniques

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Component 3c: Using Resources Effectively, Ethically and Responsibly	Librarian <i>rarely</i> teaches students to use information and ideas in a safe, responsible, and ethical manner.	Librarian <i>seldom</i> teaches students to use information and ideas in a safe, responsible, and ethical manner.	Librarian <i>often</i> teaches students to use information and ideas in a safe, responsible, and ethical manner.	Librarian consistently teaches students to use information and ideas in a safe, responsible, and ethical manner.

Elements to observe:

- Age appropriate instruction in resource selection and in using and citing sources
- Actively guides users to recommended resources.
- Availability of resources in multiple formats and perspectives
- Monitors students computer use
- Instruction in using and citing sources safely and ethically

DOMAIN 4: PROFESSIONAL RESPONSIBILITY

	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
4a. Evaluating Practice Communicating with Stakeholders Participating in Professional Communities	<p>Librarian <i>rarely</i> evaluates the effectiveness of services, resources, instructional strategies and facilities.</p> <p>Librarian <i>rarely</i> considers changes necessary for future needs in an expanding dynamic program. Librarian <i>rarely if ever</i> solicits input to improve instruction, program and service.</p> <p>Librarian <i>rarely</i> contributes to the school and district community. Support and cooperation <i>rarely</i> characterize relationships with colleagues.</p>	<p>Librarian <i>seldom</i> evaluates the effectiveness of services, resources, instructional strategies and facilities.</p> <p>Librarian <i>seldom</i> considers changes necessary for future needs in an expanding dynamic program. Librarian <i>seldom</i> solicits input to improve instruction, program and service.</p> <p>Librarian <i>seldom</i> contributes to the school and district community. Support and cooperation <i>seldom</i> characterize relationships with colleagues.</p>	<p>Librarian <i>often</i> evaluates the effectiveness of services, resources, instructional strategies and facilities.</p> <p>Librarian <i>often</i> considers changes necessary for future needs in an expanding dynamic program. Librarian <i>sometimes</i> solicits input to improve instruction, program and service.</p> <p>Librarian <i>often</i> contributes to the school and district community. Support and cooperation <i>often</i> characterize relationships with colleagues.</p>	<p>Librarian <i>consistently</i> evaluates the effectiveness of services, resources, instructional strategies and facilities.</p> <p>Librarian <i>consistently</i> considers changes necessary for future needs in an expanding dynamic program. Librarian <i>actively</i> solicits input to improve instruction, program and service.</p> <p>Librarian <i>consistently</i> contributes to the school and district community. Support and cooperation <i>consistently</i> characterize relationships with colleagues.</p>
<p>4a. Elements to observe:</p> <ul style="list-style-type: none"> • Self Evaluation • Program Evaluation • Long and short term goals • Advocacy for library program • Dissemination of library information • Destiny Home Page • Attendance at school functions • Membership in parent service groups • Membership in professional organizations • Participation in school and district projects • Cooperative spirit • Promotes a culture of professionalism 				

	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
Component 4b. Development and Maintaining Collections Managing Library Budget Maintaining Records	<p>Soliciting input, librarian <i>rarely</i> assesses, purchases resources, and weeds the collection and meets curricular instructional needs.</p> <p>Using data effectively, librarian <i>rarely</i> follows guidelines for managing the budget and <i>rarely</i> maintains financial records.</p> <p>The librarian <i>rarely</i> maintains an online catalog of resources, an inventory of other holdings, and statistics of library use, including circulation records.</p>	<p>Soliciting input, librarian <i>seldom</i> assesses, purchases resources, and weeds the collection and meets curricular instructional needs.</p> <p>Using data effectively, librarian <i>seldom</i> follows guidelines for managing the budget and <i>seldom</i> maintains financial records.</p> <p>The librarian <i>seldom</i> maintains an online catalog of resources, an inventory of other holdings, and statistics of library use, including circulation records.</p>	<p>Soliciting input, librarian <i>often</i> assesses, purchases resources, and weeds the collection and meets curricular instructional needs.</p> <p>Using data effectively, librarian <i>often</i> follows guidelines for managing the budget and <i>often</i> maintains financial records.</p> <p>The librarian <i>often</i> maintains an online catalog of resources, an inventory of other holdings, and statistics of library use, including circulation records.</p>	<p>Soliciting input, librarian <i>consistently</i> assesses, purchases resources, and weeds the collection and meets curricular instructional needs.</p> <p>Using data effectively, librarian <i>consistently</i> follows guidelines for managing the budget and <i>consistently</i> maintains financial records.</p> <p>The librarian <i>consistently</i> maintains an online catalog of resources, an inventory of other holdings, and statistics of library use, including circulation records.</p>
<p>Elements to observe:</p> <ul style="list-style-type: none"> • Collection analysis • Book Selection Methods • Materials Selection Policy • Ordering procedures • Weeding procedures • Weeding Statistics Reports • Budget management • Financial procedures: receipts, district and/or state allocations, library generated income; library purchases • Online catalog of resources • Cataloging and processing procedures • Inventory reports • circulation statistics • Collection holdings 				

	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
Component 4c. Growing and Developing Professionally Demonstrating Professional Ethics:	<p>Librarian <i>rarely</i> pursues professional development opportunities and contributes to the profession by sharing knowledge and practices and seeking opportunities to lead professional development.</p> <p>Through teaching and practice, librarian <i>rarely</i> demonstrates a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the School Library Bill of Rights and the American Library Association’s Code of Ethics.</p>	<p>Librarian <i>seldom</i> pursues professional development opportunities and contributes to the profession by sharing knowledge and practices and seeking opportunities to lead professional development.</p> <p>Through teaching and practice, librarian <i>seldom</i> demonstrates a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the School Library Bill of Rights and the American Library Association’s Code of Ethics.</p>	<p>Librarian <i>often</i> pursues professional development opportunities and contributes to the profession by sharing knowledge and practices and seeking opportunities to lead professional development.</p> <p>Through teaching and practice, librarian <i>often</i> demonstrates a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the School Library Bill of Rights and the American Library Association’s Code of Ethics.</p>	<p>Librarian <i>consistently</i> pursues professional development opportunities and contributes to the profession by sharing knowledge and practices and seeking opportunities to lead professional development.</p> <p>Through teaching and practice, librarian <i>consistently</i> demonstrates a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the School Library Bill of Rights and the American Library Association’s Code of Ethics.</p>
<p>Elements to observe:</p> <ul style="list-style-type: none"> • Continuing professional development • Attendance and presentations at local, state, or national professional library conferences • Participation in online communities • Maintains access to ALA documents: School Library Bill of Rights, Code of Ethics, Freedom to Read Statement, Access and adheres to U.S. copyright law • Protects patron’s right to privacy and confidentiality • Models and encourage ethical behavior 				

The following documents were used in the development of this rubric:

AASL’s Standards for the 21st Century Learner, *Empowering Learners: Guidelines for School Library Media Programs*

Guidelines for Library Media Programs in Louisiana Schools (LA Dept. of Education, 2004)

The Framework for Teaching Evaluation Instrument (The Danielson Group, 2011)

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