

Librarian/School Library Media Specialist: \_\_\_\_\_

Trained APPR Evaluator: \_\_\_\_\_

District: \_\_\_\_\_

Observation or Review Date: \_\_\_\_\_

1st Observation/review  2nd Observation /review

Notes to Evaluator: This APPR evaluation tool has also been crafted to align *Charlotte Danielson’s Enhancing Professional Practice*, the NYS School Library Program Evaluation Rubric tool, and goals of the Common Core Standards to increase rigor, relevance, and college and career readiness. This tool is aligned with NYS Teaching Standards as indicated in the left column. The terms *Librarian*, *School Librarian (SL)*, *School Library Media Specialist (SLMS)*, and all refer to a NYS certified School Librarian.

We recommend the use of folders to capture evidence of planning and professionalism that are not “observable” with evidence in a teacher evaluation—to gather evidence for performance indicator(s). These folders may include reports, curriculum maps, student work, professional development certificates of completion, and other evidence that demonstrates a librarian’s planning, professionalism or instructional efforts.

As this APPR instrument is used, please indicate a score for each line and then calculate a composite average. This average can be multiplied by 4 for a 100-point composite score, or multiplied by 2.4 for a 60-point composite score.

Check the appropriate box making notes where necessary of observation evidence.

NYS Teaching Standards	Category & Points	Highly effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/evidence	Notes/Points Comments Evidence Examples
<b>1</b>	<b>KNOWLEDGE OF STUDENTS &amp; STUDENT LEARNING</b>						
1.1  Also: 2.1	<p><b>Instructional Plan</b></p> <p>Librarian has a long-term instructional and program plan (developed collaboratively with the school community) leading to college and career readiness</p>	<p>Librarian consistently and collaboratively sets goals for all grade levels taught, has a long-term program plan, and communicates annual program goals to building teachers.</p> <p>Goals are aligned with building and district mission statements or goals.</p>	<p>Librarian sets goals for some grade levels as required by S.L.O’s and has short-term program plans connected to building or district mission statements or goals.</p>	<p>Librarian is developing goals for some grade levels taught but these are not aligned with building or district mission statements or goals.</p>	<p>No goals have been set or aligned with building or district mission statements or goals.</p>	<ul style="list-style-type: none"> <li>• Three year plan/goal</li> <li>• One year instructional focus</li> <li>• Annual Information literacy goals based on assessment results</li> <li>• Reading program goals supported</li> <li>• Learning Benchmarks visual (online, posted, etc.)</li> <li>• Current research used to support goals, where applicable</li> <li>• Librarian participates in assessment item analysis when appropriate</li> </ul>	
1.3 1.4 1.5  Also: 6.3 6.4	<p><b>Independent Reading</b></p> <p>Librarian provides materials and fosters independent reading to support the curriculum, reading for enjoyment, and lifelong learning</p>	<p>Librarian consistently encourages independent readers within the school and community, fostering a love for reading and research. Librarian provides materials and establishes a reading culture where all students are encouraged and given opportunities to read.</p> <p>Librarian fosters a collaborative reading program that extends beyond school to broader community involving teachers, parents, community members, and public libraries.</p>	<p>Librarian often encourages independent readers within the school to foster a love for reading and research. Librarian provides materials and creates a reading culture where most students read.</p> <p>Librarian fosters a collaborative program with teachers throughout the building to promote independent reading for academic and personal pursuits</p>	<p>Librarian supports reading through facilitation of occasional events and provides some materials to support a reading culture.</p> <p>Librarian collaborates with some classroom teachers to promote independent reading for academic and personal pursuits.</p>	<p>Librarian plans no specific reading events.</p> <p>Librarian does not foster a collaboration program with building teachers to support independent reading for academic or personal pursuits.</p>	<ul style="list-style-type: none"> <li>• Reading list with current titles</li> <li>• Measures of reading progress</li> <li>• Reading logs</li> <li>• NY Statewide Summer Reading Program posters and promotion</li> <li>• Circulation/collection statistics</li> <li>• Three Apples Book events</li> <li>• Booktalks</li> <li>• Modeling reading strategies</li> <li>• Motivates students to read</li> <li>• Collection regularly weeded</li> <li>• Community &amp; national reading initiative</li> <li>• Public library partnerships</li> </ul>	

1.1 1.2 1.3	<b>Differentiated Materials &amp; Instruction</b> Librarian effectively embraces various learning models to reach all students	Librarian collaboratively builds collections to reach gifted as well as challenged learners such as visually impaired and ELL learners.  Librarian consistently varies instructional model to reach all students.	Librarian builds collections to reach all learners with minimal input from others in the building  Librarian often varies instructional model to reach all students	Librarian has a basic collection and a plan to build the collection to support learning needs.  Librarian is developing an instructional model to accommodate all learners.	Librarian does not have a plan to build a collection to support learning needs of all students.  Librarian does not vary instructional model to reach all students	<ul style="list-style-type: none"> <li>• Hi-Lo collections</li> <li>• Students ask SL for suggestions</li> <li>• Students can successfully find a book</li> <li>• Students exit closure assessments indicate all levels can be successful.</li> <li>• Collections that provide text-to-speech and language translation</li> </ul>
<b>2</b>	<b>KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING</b>					
2.1 2.2  also: 3.1	<b>Curriculum Alignment</b>  Librarian collaborates to align instruction (and program goals) to NYS Common Core Learning Standards	Librarian seeks to align all lessons with CC learning standards in collaborative model.  Librarian teaches information literacy collaboratively aligned with classroom curriculum.  Librarian has an Inquiry Based Learning curriculum that supports CCLS and makes real world connections.	Librarian seeks to align most lessons with CCLS through collaboration with teachers.  Librarian teaches information literacy aligned with classroom curriculum.  Librarian has curriculum that supports CCLS and makes real world connections.	Librarian seeks to align some lessons with CCLS.  Librarian teaches information literacy.  Librarian sometimes supports CCLS and makes some real world connections during instruction.	Librarian has little or no involvement in curriculum planning and is operating independently from classroom curriculum.  Librarian has not aligned any lessons with the CCLS.	<ul style="list-style-type: none"> <li>• Information literacy plan/maps</li> <li>• Curriculum is scaffolded with grade level objectives</li> <li>• SL has scaffolded benchmarks</li> <li>• SL serves on curriculum committees</li> <li>• SL teaches collaboratively rather than in isolation when possible.</li> <li>• SL seeks to align research activities to CCSS, which call for student-centered evidence based research projects.</li> </ul>
2.1 2.2	<b>Inquiry-Based Learning</b>  Inquiry Based learning is a program where students are challenged to question, think critically, acquire, evaluate, draw conclusions and create and share new knowledge which answers a research question	Librarian has developed and is consistently implementing & promoting a collaboratively planned inquiry-based program which challenges students to research, reflect, synthesize and produce knowledge products (i.e. Research to Build and Present Knowledge).	Librarian has developed and is often promoting a collaboratively planned inquiry-based program which challenges students to research, reflect, synthesize and produce knowledge products i.e. Research to Build and Present Knowledge).	Librarian is developing and has started planning collaboratively an inquiry-based program which challenges students to research, reflect, synthesize and produce knowledge products (i.e. Research to Build and Present Knowledge).	Librarian demonstrates little or no knowledge of inquiry-based learning and there is no evidence of collaborative planning.	<ul style="list-style-type: none"> <li>• Research driven by essential question</li> <li>• SL acts as research guide</li> <li>• Inquiry-based focus is promoted when possible</li> <li>• CCSS Curriculum with inquiry projects</li> <li>• Written teaching goals, objectives, with timelines</li> <li>• Students create knowledge products, often with use of technology</li> <li>• Evidence of student statistics, data, and analyses</li> </ul>
2.3  ALSO: 3.3	<b>College and Career Readiness</b>  Librarian sets high expectations for college and career readiness and fosters intellectual rigor	Librarian consistently works with teachers to build a program which: * sustains challenging authentic, intellectual work for all learners * transforms learning for rigor and relevance * increases student library use and connects students to their interests in school and beyond * integrates challenging resources for all learners * transforms learning for rigor and relevance.	Librarian often works with teachers to build a program which: * sustains challenging authentic, intellectual work for all learners * transforms learning for rigor and relevance * increases student library use and connects students to their interests in school and beyond * integrates challenging resources for all learners * transforms learning for rigor and relevance.	Librarian is in the developing phase of building a program which: * sustains challenging authentic, intellectual work for all learners; * transforms learning for rigor and relevance. * increases student library use and connect students to their interests in school and beyond * integrates challenging resources for all learners * transforms learning for rigor and relevance.	Librarian makes no attempt to build a program which * encourages challenging authentic, intellectual work for all learners; * transforms learning for rigor and relevance. * increases student library use and connect students to their interests in school and beyond * integrates challenging resources for all learners * transforms learning for rigor and relevance.	<ul style="list-style-type: none"> <li>• Research driven by essential question</li> <li>• Students generate questions to guide research</li> <li>• SL guides Independent practice</li> <li>• SL encourages student quality, rigor</li> <li>• Reflection and sharing</li> <li>• Scaffolding of skills</li> <li>• Process portfolios</li> <li>• Reflective note taking</li> <li>• Rubrics</li> <li>• Peer questioning</li> <li>• SL advocates for additional hours to eliminate digital divide</li> </ul>

3 INSTRUCTIONAL PRACTICE: teaching for learning							
3.1 3.4	Information Literacy and Technology  Librarian teaches information and literacy skills and the use of technology for learning	Librarian consistently promotes information literacy skills throughout the building and consistently plans instruction based upon a written curriculum (grade level benchmark skills).  Librarian consistently recommends technology tools to enhance instruction and is a building leader modeling tech tools and information literacy principles	Librarian often promotes information literacy skills throughout the building and often plans instruction based upon a written curriculum (grade level benchmark skills).  Librarian often recommends technology tools to enhance instruction.	Librarian sometimes promotes information literacy skills at some grade levels and is developing grade level benchmarks.  Librarian sometimes recommends technology tools to enhance assignments.	Librarian provides limited information literacy training in an isolated manner independent of any other teaching in the school.  Librarian does not recommend technology tools to enhance instruction.	<ul style="list-style-type: none"> <li>• Student rubrics for information literacy</li> <li>• Student portfolios demonstrate integration of technology</li> <li>• Projects display use of multiple valid information sources</li> <li>• Students knowledge products often involve media creation and/or other technology integration</li> <li>• Students successfully navigate information and misinformation</li> <li>• Students can articulate the need to cite sources</li> </ul>	
3.4  ALSO: 1.1 2.1 2.3 2.5	Instructional Delivery  Librarian plans instruction to engage all learners via diverse means of delivery	Librarian's instruction is consistently student-centered and accommodates varying learning styles.  Instruction is consistently differentiated to challenge and support students.  Librarian frequently uses multiple media formats and technology tools in delivery.	Librarian's instruction is often student-centered and accommodates varying learning styles.  Instruction is often differentiated to challenge and support students.  Librarian often uses multiple media formats and technology tools in delivery.	Librarian's instruction sometimes student-centered and accommodates varying learning styles.  Instruction is sometimes differentiated to challenge and support students.  Librarian sometimes uses multiple media formats and technology tools in delivery Lessons resemble checklist approach to content coverage.	Librarian's instruction is teacher-directed with minimal opportunity for student ownership.  Instruction does not reflect current technological advances in information literacy.  Librarian seldom varies instruction to address varying learning styles and seldom uses differentiated instructional techniques.	<ul style="list-style-type: none"> <li>• Inquiry-based learning,</li> <li>• Collaborative group work</li> <li>• Opportunities for student choice</li> <li>• Differentiated teaching strategies cognizant of abilities, genders, prior knowledge</li> <li>• Appropriate interventions to support learning</li> </ul>	
3.6 3.2  ALSO: 2.5	Questioning  Librarian promotes a culture of questioning, information seeking, investigation and discovery	Librarian consistently designs learning tasks that are student-centered rather than teacher-directed, promoting lifelong learning via an inquiry process where students generate meaningful questions and frame research that goes beyond fact-gathering.  Librarian consistently metacognitively models good questioning techniques, stimulating critical thinking.	Librarian often designs learning tasks that are student-centered rather than teacher-directed, promoting lifelong learning via an inquiry process where students generate meaningful questions and frame research that goes beyond fact-gathering.  Librarian often metacognitively models good questioning techniques, stimulating critical thinking.	Librarian sometimes designs learning tasks that are student-centered rather than teacher-directed, promoting lifelong learning via an Inquiry process where students generate meaningful questions and frame research that go beyond fact-gathering.  Librarian sometimes metacognitively models good questioning techniques, stimulating critical thinking.	Librarian's research questions are teacher-created and answerable on Google or basic reference.  Worksheets guide all learning endeavors, allowing minimal opportunity for creative thinking or brainstorming.	<ul style="list-style-type: none"> <li>• Students form own questions</li> <li>• Students reflect on meaningful research</li> <li>• Students own their research projects</li> <li>• Students use multiple resources, book and non-book for research</li> <li>• Students use databases along with other resources to answer questions</li> </ul>	
3.2	Communication  Librarian communicates with students to maximize understanding and achievement	Librarian consistently gives clear directions to students and checks for understanding. Librarian consistently provides verbal and written instructions for tools, home use, and uses technology to communicate effectively when possible.	Librarian often gives clear directions to students and checks for understanding.  Librarian often provides written instructions or uses technology to communicate with stakeholders.	Librarian sometimes gives clear directions to students and checks for understanding.  Librarian sometimes uses technology to communicate with students and stakeholders.	Librarian does not give clear directions to students and does not check for understanding.  No attempt to diversify communication is observable.	<ul style="list-style-type: none"> <li>• Directions are clear</li> <li>• Directions are assessed for understanding</li> <li>• Gross motor response gestures for assessment (ex.thumbs-up)</li> <li>• Bookmarks, papers, written form as well as verbal for student use</li> </ul>	

<p>3.2 3.6</p> <p>ALSO: 2.3 2.5</p>	<p style="text-align: center;"><b>Monitor and Adjust</b></p> <p style="text-align: center;">Librarian monitors student learning and adjusts instruction as necessary</p>	<p>Librarian consistently checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success.</p> <p>Librarian consistently includes exit closure before students leave to assess student success.</p>	<p>Librarian often checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success.</p> <p>Librarian often includes exit closure before students leave to assess student success.</p>	<p>Librarian sometimes checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success.</p> <p>Librarian sometimes includes exit closure before students leave to assess student success.</p>	<p>Librarian's teaching is focused on skills and curriculum, but librarian does not monitor and adjust for the needs of learners.</p> <p>Librarian does not include exit closure before students leave to assess student success.</p>	<ul style="list-style-type: none"> <li>• Closure</li> <li>• Ticket to leave</li> <li>• Performance tasks</li> <li>• Student success or failure</li> <li>• High interest student projects</li> <li>• Resources at different levels</li> <li>• Video and audio resources</li> <li>• Manipulatives, graphic organizers</li> <li>• Library is open extra hours to give students additional time</li> <li>• Assistive technologies</li> <li>• Student work in varied formats</li> <li>• Did students complete the task?</li> <li>• Student frustration is met with assistance</li> </ul>	
<b>4</b>	<b>LEARNING ENVIRONMENT</b>						
<p>4.1 4.3 4.4</p> <p>ALSO: 1.3 1.4 1.5</p>	<p style="text-align: center;"><b>Library Facility</b></p> <p style="text-align: center;">Librarian plans instruction, library space, and resources to meet students' cognitive, language, social, emotional and physical needs</p>	<p>Librarian consistently promotes the flexible use of library space to accommodate and encourage the use of technology, leisure reading, browsing, collaborative learning projects, and fosters a climate conducive to engaging learning endeavors.</p> <p>Librarian is consistently and actively works to change the instruction paradigm within the library to engage all learners.</p>	<p>Librarian often promotes the flexible use of library space to accommodate and encourage the use of technology, leisure reading, browsing, collaborative learning projects, and fosters a climate conducive to engaging learning endeavors.</p> <p>Librarian often works to change the instruction paradigm within the library to engage all learners.</p>	<p>Librarian is reactive, accommodating needs for resources and services upon request.</p> <p>Librarian is capable of meeting specific needs, but is not proactive.</p> <p>Librarian sometimes identifies the instruction paradigm within the library to engage all learners.</p>	<p>Librarian discourages collaboration and discussion within the library.</p> <p>Librarian does not attempt to meet difference learning styles or impairments.</p> <p>Librarian only works with only select groups of students.</p>	<ul style="list-style-type: none"> <li>• Electronic resources used to accommodate learning needs</li> <li>• Resources in large print, students' languages, various reading and interest levels and complex text are all part of the library collection</li> <li>• Space accommodates collaboration</li> <li>• Space is flexible and provides for a variety of student needs simultaneously</li> <li>• English language learners' needs are addresses as well as gifted or those with IEPs.</li> </ul>	
<p>4.2</p>	<p style="text-align: center;"><b>Equitable Access</b></p> <p style="text-align: center;">Librarian provides equitable access to information, literature, and resources and extends the access beyond the school day through technology</p>	<p>Librarian consistently promotes and informs to ensure 24-7 access to electronic resources.</p> <p>Librarian consistently ensures that electronic and print resources meet the diverse needs of all learners and cover all content areas.</p>	<p>Librarian often promotes and instructs the 24-7 access to electronic resources.</p> <p>Librarian often ensures that electronic and print resources meet the diverse needs of all learners and cover most content areas.</p>	<p>Librarian sometimes promotes and instructs the 24-7 access to electronic resources.</p> <p>Librarian sometimes makes electronic and print resources available to meet the diverse needs of all learners and content areas.</p>	<p>Librarian does not attempt to meet the needs of diverse learners or provide electronic resources that are available beyond the school day through technology.</p>	<ul style="list-style-type: none"> <li>• Technology is available from school and home</li> <li>• Technology is being used by all students; special needs, English language learners, gifted</li> <li>• Student use of technology is connected to classroom learning</li> <li>• All subject area teachers are aware that there are electronic databases available for their research needs.</li> <li>• All subject area teachers are aware that there are databases available to support CCSS literacy focus.</li> </ul>	
<p>4.1 4.2 4.3</p> <p>6.5</p>	<p style="text-align: center;"><b>Climate of Respect and Rapport</b></p> <p style="text-align: center;">Librarian creates a safe climate of respect and rapport, communicates expectations for student behaviors, and promotes collaboration among students</p>	<p>Librarian consistently creates a positive climate of respect where students feel safe, consistently communicating expectations for student behavior and student achievement.</p>	<p>Librarian often creates a positive climate of respect where students feel safe, often communicating expectations for student behavior and student achievement.</p>	<p>Librarian sometimes creates a positive climate of respect where students feel safe, sometimes communicating expectations for student behavior and student achievement.</p>	<p>Interactions between the Librarian and students are negative, inappropriate, or insensitive to students' cultural backgrounds or abilities; Interaction can include put-downs or conflict. Librarian does not seek or implement strategies for improvement.</p>	<ul style="list-style-type: none"> <li>• Good Librarian-student rapport</li> <li>• Environment of cooperative achievement present</li> <li>• Students are actively engaged</li> </ul> <p>Students and teachers want to be in the library;</p> <p>Facility is a safe place</p>	

4.3	<p style="text-align: center;"><b>Collection Management</b></p> <p>Librarian develops and manages the collection to provide access to multiple perspectives and complex text and to meet diverse student interests, needs, languages, and cultural backgrounds</p>	<p>Librarian consistently plans and selects comprehensive up-to-date collections in multiple formats built collaboratively on Board-approved policy and aligned with standards, curriculum and diverse learning needs with some faculty and student input;</p>	<p>Librarian often plans and selects comprehensive up-to-date collections in multiple formats built collaboratively on Board-approved policy and aligned with standards, curriculum and diverse learning needs with some faculty and student input;</p>	<p>Librarian sometimes plans and selects comprehensive up-to-date collections in multiple formats built collaboratively on Board-approved policy and aligned with standards, curriculum and diverse learning needs with some faculty and student input;</p>	<p>Librarian maintains an aged collection in disrepair which does not support Standards, curriculum or diverse needs, with little weeding, analyses, or collaboration in development;</p>	<ul style="list-style-type: none"> <li>• Student and teacher evaluations of collections</li> <li>• Collection analyses</li> <li>• Cooperative purchasing</li> <li>• Resource sharing</li> <li>• Automated circulation system</li> <li>• Library catalog on Internet</li> <li>• Collection supports curriculum &amp; literacy</li> </ul>	
<b>5 ASSESSMENT FOR STUDENT LEARNING</b>							
<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p>	<p style="text-align: center;"><b>Using Assessment</b></p> <p>Librarian uses multiple measures and multiple formats (including technology) to assess and document student achievement on information literacy/instructional goals Librarian engages students in self-assessment of learning goals, strategies and outcomes</p>	<p>Librarian consistently uses diagnostic and formative assessment (both formally and informally) to direct instruction according to benchmark standards.</p> <p>Librarian consistently uses performance-based assessments such as rubrics, checklists, portfolios, journals, conferencing and self-questioning.</p> <p>Librarian consistently solicits student feedback/assessment for lesson improvement.</p>	<p>Librarian often uses diagnostic and formative assessment (both formally and informally) to direct instruction according to benchmark standards.</p> <p>Librarian often uses performance-based assessments such as rubrics, checklists, portfolios, journals, conferencing and self-questioning.</p> <p>Librarian frequently solicits student feedback/assessment for lesson improvement.</p>	<p>Librarian recognizes the effectiveness of diagnostic and formative assessment, but employs them inconsistently or on a limited basis.</p> <p>Librarian is working to develop skills and strategies to assess learners.</p> <p>Librarian is aware of classroom teacher's assessment tools and assists in measuring target skills.</p>	<p>Librarian rarely uses diagnostic or formative assessment strategies; sometimes informally assesses learners and coaches them in skill development.</p> <p>Librarian defers to classroom teacher regarding assessment, lacking confidence and knowledge regarding measuring student performance.</p>	<ul style="list-style-type: none"> <li>• SLO's created for grade level benchmarks</li> <li>• Performance Portfolio evidence—archived from classes</li> <li>• SL designs closure assessment</li> <li>• Rubrics</li> <li>• Pre-assessment artifacts</li> <li>• Mind-mapping as assessment</li> <li>• Student success as assessment</li> <li>• Conferencing</li> <li>• Checklists</li> <li>• Feedback on student notes</li> <li>• Performance tasks</li> <li>• Student success or failure</li> <li>• Graphic organizers</li> <li>• Formative and summative assessments</li> <li>• Checklists of research activity</li> <li>• Rubric scores of student work</li> <li>• Mind-mapping</li> <li>• SL student-teacher conferences</li> <li>• Journaling and portfolio assessments</li> </ul>	
<p>5.2</p> <p>5.3</p> <p>5.4</p> <p>5.5</p>	<p style="text-align: center;"><b>Informing Instruction</b></p> <p>Librarian develops and articulates a plan for student achievement based upon data</p>	<p>Librarian consistently plans instruction based upon pre-assessments data.</p> <p>Librarian participates actively in school-wide analysis of student performance data to promote achievement.</p> <p>Assessment of information skills is always imbedded into the research process – formatively.</p> <p>Librarian can articulate many assessment options being used in instruction, by teachers and students.</p>	<p>Librarian often plans instruction based upon pre-assessments data.</p> <p>Librarian often participates actively in school-wide analysis of student performance data to promote achievement.</p> <p>Assessment of information skills is often imbedded into the research process - formatively.</p> <p>Librarian can articulate many assessment options being used in instruction by teachers and students.</p>	<p>Librarian has is developing a plan for instruction based upon pre-assessments data.</p> <p>Assessment of information skills is sometimes imbedded into the research process.</p> <p>Librarian uses a few different forms of assessment.</p> <p>Some evidence of assessment, but assessment does not impact-inform instruction.</p>	<p>Librarian does not plan instruction based upon pre-assessments data. Grade level information literacy and technology skills benchmarks in library program are haphazard and unclear and not assessed.</p> <p>Student progress in information literacy skills is not assessed.</p>	<ul style="list-style-type: none"> <li>• SL and classroom teacher collaboration on assessment</li> <li>• Performance Portfolio – assessment archived from classes</li> <li>• Assessment closure activities</li> <li>• Articulation of plan and expectation</li> <li>• S.L.O's pre &amp; post tested</li> <li>• Pre-,Formative, and Post assessments</li> <li>• Student self-assessment tools available (bookmarks, checklists, etc.)</li> </ul>	

6 COLLABORATION & Professional Responsibilities							
6.1	<p>Ethical, Responsible, Legal and Safe use of Information and Technology</p> <p>Librarian advocates for proper use of information and technology-- including respect for intellectual property and the appropriate documentation of sources</p>	<p>Librarian consistently teaches ethical use of information and multimedia and teaches students to :</p> <ul style="list-style-type: none"> <li>* cite sources</li> <li>* avoid plagiarism</li> <li>* seek multiple perspectives</li> <li>* assess online resources for validity, accuracy, timeliness.</li> </ul> <p>Librarian consistently upholds a high standard for ethical use of information and technology fostering digital citizenship awareness in the school and community.</p>	<p>Librarian often teaches ethical use of information and multimedia and teaches students to :</p> <ul style="list-style-type: none"> <li>* cite sources</li> <li>* avoid plagiarism</li> <li>* seek multiple perspectives</li> <li>* assess online resources for validity, accuracy, timeliness.</li> </ul> <p>Librarian often upholds a high standard for ethical use of information and technology fostering digital citizenship awareness in the school and community.</p>	<p>Librarian is developing a program to teach ethical use of information and multimedia and teaches students to :</p> <ul style="list-style-type: none"> <li>* cite sources</li> <li>* avoid plagiarism</li> <li>* seek multiple perspectives</li> <li>* assess online resources for validity, accuracy, timeliness</li> </ul> <p>Librarian tries to uphold a high standard for ethical use of information and technology fostering digital citizenship awareness in the school and community, but inconsistently reaches students.</p>	<p>Librarian has no program to teach ethical use of information and multimedia.</p> <p>Few students use the Internet in the library; pitfalls and problems in usage are frequent; there is little library instruction on seeking multiple perspectives or safe and ethical use; incidences of plagiarism, unwanted Web sites, spam, and unsafe information sharing are frequent.</p> <p>Student plagiarism is rampant with little or no effort to combat it.</p>	<ul style="list-style-type: none"> <li>• School-wide code of ethics</li> <li>• Honor policy</li> <li>• Digital plagiarism policy created</li> <li>• Citation required on research endeavors and knowledge products</li> <li>• Information literacy curriculum</li> <li>• Respect demonstrated for technology products and tools</li> </ul>	
6.2	<p>Collaboration with Teachers</p> <p>Librarian collaborates to develop inquiry-based lessons aligned with NYS Learning Standards – CCSS- and to integrate information literacy skills throughout the curriculum, rather than teach in isolation</p> <p>CCSS Writing Standards: "Researching to build and present knowledge."</p>	<p>Librarian is consistently involved in most school curriculum alignment and collaborates with most teachers to improve instruction and teach information skills.</p> <p>Librarian consistently takes pro-active role in promoting information resources for instruction.</p> <p>Librarian consistently utilizes community resources when appropriate to make real world connections</p>	<p>Librarian is often involved in school curriculum alignment and collaborates with many teachers to improve instruction and teach information skills.</p> <p>Librarian often takes pro-active role in promoting information resources for instruction.</p> <p>Librarian often utilizes community resources when appropriate to increase resources and improve program</p>	<p>Librarian is sometimes involved in most school curriculum alignment and collaborates with most teachers to improve instruction and teach information skills</p> <p>Librarian sometimes takes pro-active role in promoting information resources for instruction.</p> <p>Librarian sometimes connects with the public library or school library system to increase resources and strengthen the library program.</p>	<p>Librarian has little or no involvement in curriculum planning, and is separate from classroom curriculum.</p> <p>Use of Library resources to support classroom curriculum is occasional and unplanned.</p> <p>Librarian makes little attempt to connect with the public library or school library system for additional resources or programs.</p>	<ul style="list-style-type: none"> <li>• Library curriculum plan</li> <li>• Curriculum plan aligned with NYS Learning Standards, integrated in content areas</li> <li>• Collaboration logs</li> <li>• SL on curriculum committees</li> <li>• SL teaching cooperatively</li> <li>• Cooperatively planned units of instruction</li> <li>• SL holds in-service trainings for peers</li> <li>• SL is a valued resource person within the building</li> <li>• Communication flyers and emails</li> </ul>	
6.4	<p>Collaboration with Administrators</p> <p>Librarian collaborates with teachers and administrators to support the programs, mission, goals and vision of the building and the District</p>	<p>Librarian consistently supports decision-making process within the building and throughout the District</p> <p>Librarian consistently communicates with staff and community stakeholders connecting them to resources, programs, and information to support collaboration.</p> <p>Librarian presents consistent and relevant reports, usage statistics, and data to administration to show impact of all aspects of the program.</p>	<p>Librarian often provides input to leadership team, aligns library program with instructional priorities, participates in professional development (PD), and collaborates in planning PD in use of library resources and technology.</p> <p>Librarian presents relevant reports, usage statistics, and data to school administration and to show impact of all aspects of the program.</p>	<p>Librarian has a developing awareness of school priorities and activities of the school leadership team, participates in PD if available at the school, helps arrange PD for staff upon requested by administration.</p> <p>Librarian is a member of the SLS, participates in resource sharing and PD activities.</p>	<p>Librarian is disconnected from school priorities and instructional goals, seldom participates in or offers PD in use of Library resources in school, and does not participate in PD programs with the SLS or outside of the District.</p>	<ul style="list-style-type: none"> <li>• SL on school improvement teams</li> <li>• SL serves on standards and curriculum committees</li> <li>• SL program benchmarked to state and national standards</li> <li>• SL provides professional publications and newsletters</li> </ul>	

		Librarian is an active leader at the building, District, regional (via School Library System), State, and National level and disseminates information appropriately.	Librarian is a leader at the building and is involved with District, regional (via School Library System (SLS), and State organizations.				
6.2 6.3	<b>Community Collaboration</b>  Librarian collaborates with all stakeholders (administrators, teachers, caregivers, and colleagues) to enhance student success. Librarian collaborates with district librarians and Library System colleagues.	Library program goals are consistently aligned with BOE and building goals; Librarian presents regularly to administration.  Librarian actively supports or inspires community-reading efforts; librarian seeks to partner with community groups as well as faculty.  Librarian networks with district and regional colleagues to strengthen literacy and research programs.	Librarian often strives to align program goals with BOE and building goals.  Librarian presents to administration annually.  Librarian participates in some community-wide programs and initiatives.  Librarian has a plan to increase community and caregiver collaboration to enhance student achievement.	Librarian and administration are having conversations to discuss program and developing ways in which it will align with BOE and building goals.  Librarian provides information to administration on request.  Librarian is investigating possible connections with caregiver(s) and community.	Librarian and administration seldom or never meet to discuss LMP goals and objectives.  Librarian assumes administrative support, without the need to communicate or align goals.	<ul style="list-style-type: none"> <li>• Administration/ Librarian meetings</li> <li>• Board meetings in Library</li> <li>• Annual Library report from for administration</li> <li>• Inclusion in school development plans</li> <li>• Community Read programs</li> <li>• Summer reading program support</li> <li>• Interlibrary loan supported</li> <li>• Collaboration with public library</li> <li>• Presentations at parent-teacher mtgs</li> </ul>	
<b>7</b>	<b>PROFESSIONAL GROWTH</b>						
7.1 7.2 7.4	<b>Keeping Current</b>  Librarian understands and applies knowledge of student learning, instructional practice, and current literacies (such as information literacy, media literacy, technological literacy) in developing an effective library program	Librarian consistently remains current in library professional practice and sets goals for program improvement.  Librarian seeks out opportunities for improvement; Librarian reads a variety of professional articles in various formats and implements ideas.  Librarian contributes to building professional development offerings; Librarian is respected by colleagues and viewed as a vital resource.	Librarian often strives to incorporate new ideas, attends professional development trainings, and follows up with preliminary tentative change in practice.  Librarian's depth of understanding and confidence are increasing. Librarian attends professional development opportunities occasionally and has begun to use these to change practice	Librarian is conversant on state instructional recommendations, developing awareness but lacking the level of knowledge needed to implement these.  Librarian attends professional development opportunities occasionally but does not use these to change practice.	Librarian is operating in paradigm which preceded Information Age.  Librarian does not keep current with instructional reforms, curriculum content, or assessment techniques.  Librarian is not interested in professional development; school library resources are not kept current or weeded.  Librarian is not a vital member of building staff.	<ul style="list-style-type: none"> <li>• Journals received and read</li> <li>• Dialog with teachers includes new ideas</li> <li>• Professional development records</li> <li>• Collection analysis tools</li> <li>• Circulation statistics</li> <li>• New ideas</li> <li>• Use of current educational practice</li> <li>• Up-to-date in educational discussions</li> <li>• Able to articulate educational trends, techniques, and practice</li> <li>• Instructional delivery reflects new ideas</li> </ul>	
7.1 7.2 7.4	<b>Professional Development</b>  Librarian actively pursues professional development opportunities, applies knowledge, and contributes to instructional expertise of colleagues	Librarian consistently provides proactive leadership in staff development. This may include presentations at conferences, PD within the building or district.  Librarian plays leadership role in School Library System (SLS) and participates in professional and educational organizations.	Librarian often provides proactive leadership in staff development. This may include presentations at conferences, PD within the building or district.  Librarian exhibits emerging leadership role in School Library System (SLS) and participates in professional and educational organizations	Librarian sometimes attends professional development and conferences, participates in SLS and professional organization activities, and seeks opportunities for advanced education.	Librarian's participation in professional development is limited or nonexistent.  Librarian attends workshops only when required by administration  Librarian attends professional development, but does not apply new knowledge	<ul style="list-style-type: none"> <li>• Presentations at conferences</li> <li>• Professional organization membership</li> <li>• CEUs</li> <li>• Journal publications</li> <li>• Web page library links</li> <li>• PD in use of technology</li> <li>• New PD ideas applied</li> <li>• Program improvement</li> </ul>	

7.2 7.3 Also: 6.2	<b>Building Level Goals</b> Librarians have a professional responsibility to support building level goals-specific to your district Librarian develops program goals	Librarian can articulate how specific building level program goals have been consistently supported and can demonstrate professional involvement and efficacy.	Librarian generally supports building goals and has often demonstrated effective support.	Librarian is aware of building level goals and is developing a plan to support these goals.	Librarian does not make an effort to support building level goals.		
	<b>Summary Totals</b>	<b>Highly Effective:</b>	<b>Effective:</b>	<b>Developing :</b>	<b>Ineffective:</b>	<b>Total:</b>	<b>Average x 4 for a 100 point scale. Or, Average x 2.4 for a 60 point composite.</b>

This rubric scoring was set to enable a newly hired teacher to score as developing.	<b>Category</b>	<b>Points</b>	<b>Librarian APPR Assessment</b>	<b>Score Received</b>
	<b>Highly Effective</b>	<b>90-100</b>		
	<b>Effective</b>	<b>75-89</b>		
	<b>Developing</b>	<b>65-74</b>		
	<b>Ineffective</b>	<b>0-64</b>		