**Form H: Indian Prairie Framework for Library Media Specialists**

**Domain 1 for Library Media Specialists: Planning and Preparation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1a:******Demonstrating Knowledge of Pedagogy, Literature and Current Trends in Library Media Practice and Information Technology*** | Library Media Specialist demonstrates little or no knowledge of content-related pedagogy,literature and current trends in library media practice and information technology. | Library Media Specialist demonstrates limited knowledge of content-related pedagogy,literature and current trends in library media practice and information technology. | Library Media Specialist demonstrates solid integration of content-related pedagogy,literature and current trends in library media practice and information technology. | Library Media Specialist demonstrates extensive knowledge of content-related pedagogy,literature and current trends in library media practice and information technology. |
| ***Critical******Attributes*** | * *Library Media Specialist does not identify professional sources.*
* *Library Media Specialist does not read age-appropriate literature.*
* *Library Media Specialist does not use print and/or electronic resources addressing current trends in practice and information technology.*
* *Library Media Specialist is unaware of student interests, cultural backgrounds, and special needs.*
 | * *Library Media Specialist does not consistently refer to professional sources.*
* *Library Media Specialist seldom reads age-appropriate literature.*
* *Library Media Specialist seldom uses print and/or electronic resources addressing current trends in practice and information technology.*
* *Library Media Specialist responds to questions from members of the learning community accurately.*
* *Library Media Specialist recognizes that students have different interests, abilities, special needs and cultural backgrounds, but rarely draws upon that knowledge.*
 | * *Library Media Specialist seeks recommendations for exemplary literature from professional sources.*
* *Library Media Specialist is well versed in age-appropriate literature.*
* *Library Media Specialist subscribes to varied print and/or electronic resources addressing current trends in practice and information technology*
* *Library Media Specialist accurately responds to questions from members of the learning community and provides feedback.*
* *Library Media Specialist understands that students have different interests, abilities, special needs and cultural backgrounds and draws upon that knowledge.*
 | * *Library Media Specialist is proactive in identifying and implementing current trends in library media practice and information technology.*
* *Library Media Specialist reads varied and vetted resources.*
* *Library Media Specialist advocates for the use of current trends in the school community.*
* *Library Media Specialist anticipates and plans for the needs of the learning community.*
* *~~•~~Library Media Specialist has an established and active plan for providing communication to the learning community.*
* *The Library Media Specialist initiates school wide activities that meet the needs of all students.*
 |

|  |
| --- |
| ***Guiding Question: What are the key concepts and their relationship to the lesson to be observed and the unit within which it falls?*** **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1b:******Demonstrating Knowledge of Curriculum as Well as Students/School Community and How the Library Program Can Address Their Needs*** | Library Media Specialist demonstrates little or no knowledge of the school’s curriculum and of the school community needs for literacy, technology and information skills within the standards.  | Library Media Specialist demonstrates some knowledge of the school’s curriculum and of the school community needs for literacy, technology and information skills within the standards.  | Library Media Specialist demonstrates knowledge of the school’s curriculum and of the school community needs for literacy, technology and information skills within the standards.  | Library Media Specialist demonstrates thorough knowledge of the school’s curriculum and of the school community needs for literacy, technology and information skills within the standards by taking a leadership role to articulate and meet those needs. |
| ***Critical*** ***Attributes*** | * *Library Media Specialist cannot identify the school’s curriculum.*
* *Library Media Specialist does not respond to questions from members of the learning community.*
* *Library Media Specialist is unaware of student interests, cultural backgrounds, and special needs.*
 | * *Library Media Specialist can identify components of the school’s curriculum.*
* *Library Media Specialist responds to questions from members of the learning community accurately.*
* *Library Media Specialist recognizes that students have different interests, abilities, special needs and cultural backgrounds, but rarely draws upon that knowledge.*
 | * *Library Media Specialist adheres to the school’s curriculum.*
* *Library Media Specialist accurately responds to questions from members of the learning community and provides feedback.*
* *Library Media Specialist understands that students have different interests, abilities, special needs and cultural backgrounds and draws upon that knowledge.*
 | * *Library Media Specialist anticipates and plans for the needs of the learning community.*
* *Library Media Specialist has an established and active plan for providing communication to the learning community.*
* *The LMC initiates school wide activities that meet the needs of all students.*
 |
| ***Guiding Question: How did your awareness of students’ interests/needs, prior knowledge, culture, and experiences impact your planning?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1c:******Setting Instructional Outcomes for the Library Media Program*** | The instructional outcomes represent low expectations for students, non-standard based learning objectives to drive instruction, and lack of rigor. Not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Instructional outcomes reflect only one type of learning. | The instructional outcomes represent moderately high expectations and rigor for students and some standard based learning objectives to drive instruction. Instructional outcomes reflect several types of learning, but no effort has been made at collaboration or integration. Instructional outcomes, based on assessment of student learning, are suitable for most students. | Most instructional outcomes represent rigorous and important learning, are clear and suggest viable methods of assessment. Instructional outcomes reflect several different types of learning, and opportunities for collaboration and integration. Instructional outcomes, based on assessment of student learning are differentiated for different groups of students | All instructional outcomes represent high level learning. They are clear, are written in the form of student learning, and permit viable methods of assessment. Instructional outcomes reflect different types of learning, and where appropriate, represent both collaboration and integration. Instructional outcomes are differentiated in whatever way is needed for individual students. |
| ***Critical******Attributes*** | * *Library Media Specialist does not have goals for the library media instructional program.*
* *Library Media Specialist does not communicate with members of the learning community to collaboratively develop instructional activities and units.*
* *Library Media Specialist does not assess the instructional outcomes.*
 | * *Library Media Specialist has developed goals for the library media instructional program.*
* *Library Media Specialist rarely communicates with members of the learning community to collaboratively develop instructional activities and units.*
* *Library Media Specialist assesses the instructional outcomes.*
 | * *Library Media Specialist has well-developed goals for the library media instructional program resulting in student learning.*
* *Library Media Specialist communicates with members of the learning community on a regular basis collaboratively developing instructional activities and units.*
* *Library Media Specialist assesses the instructional outcomes and differentiates for some students. (example, Readers’ Advisory, level of books for book talks)*
 | * *Library Media Specialist seeks feedback from members of the learning community prior to the development of goals.*
* *Library Media Specialist communicates goals for the library media program with the learning community.*
* *Library Media Specialist actively seeks opportunities to collaborate with members of the learning community.*
 |
| ***Guiding Question: How did you develop student learning outcomes to meet the varying needs of your students?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1d:******Designing a Coherent Library Program and Organizing Physical Space.*** | Library Media Specialist designs and develops a library program that is incoherent in the use of the Common Core Standards based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self- selected recreational reading, and the efficient performance of administrative tasks. The library media center environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources. | Library Media Specialist designs and develops a library program that is minimally coherent in the use of the Common Core Standards based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self- selected recreational reading, and the efficient performance of administrative tasks. The library media center is safe, and essential learning is accessible to most students. Library Media Specialist makes modest use of physical resources. Library Media Specialist attempts to adjust the library furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.  | Library Media Specialist designs and develops a library program that is coherent in the use of the Common Core Standards based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self- selected recreational reading, and the efficient performance of administrative tasks. The library media center is safe, and students have equal access to physical resources; Library Media Specialist ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources effectively. | Library Media Specialist designs and develops a library program that is exceptionally coherent in the use of the Common Core Standards based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student self- selected recreational reading, and the efficient performance of administrative tasks. The library program is differentiated by staff and student learning needs. The library media center environment is safe, and learning is accessible to all students, including those with special needs. Library Media Specialist makes effective use of physical resources. Library Media Specialist ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***Critical******Attributes*** | * *Library Media Specialist rarely plans a program and selects resources to align with the Common Core Standards.*
* *Library Media Specialist is unaware of resources available in (and beyond) the district.*
* *Library Media Specialist does not analyze, evaluate, replace or supplement items within the collection.*
* *Library Media Specialist does not consider physical layout of the library for student access.*
* *Library Media Specialist has no knowledge of administrative tasks (circulation of materials, scheduling use of library, collection of fines and fees, etc.).*
 | * *Library Media Specialist occasionally plans a program and selects resources to align with the Common Core Standards.*
* *Library Media Specialist is aware of resources available in (and beyond) the district.*
* *Library Media Specialist inconsistently analyzes, evaluates, replaces or supplements items within the collection.*
* *Library Media Specialist considers physical layout of the library for student access, but takes minimal action.*
* *Library Media Specialist has minimal knowledge of administrative tasks (circulation of materials, scheduling use of library, collection of fines and fees, etc.).*
 | * *Library Media Specialist consistently plans a program and selects resources to align with the needs of the learning community and the Common Core Standards.*
* *Library Media Specialist communicates information about resources available in (and beyond) the district to the learning community.*
* *Library Media Specialist routinely analyzes, evaluates, replaces or supplements items within the collection.*
* *Library Media Specialist provides rationale for the physical layout of the library for student access.*
* *Library Media Specialist demonstrates extensive knowledge of administrative tasks (circulation of materials, scheduling use of library, collection of fines and fees, etc.).*
 | * *Library Media Specialist plans for lessons and activities that provide opportunities for student- directed learning.*
* *Library Media Specialist maximizes current resources and advocates for a resource- rich environment.*
* *Library Media Specialist seeks input and involvement from members of the learning community when selecting materials.*
* *Library Media Specialist seeks additional funding sources to replace and supplement items within the collection.*
* *Library Media Specialist seeks input from the learning community on the design of the physical space.*
* *Library Media Specialist seeks out information and input to differentiate for students and staff.*
* *Library Media Specialist demonstrates expertise in the completion of administrative tasks (circulation of materials, scheduling use of library, collection of fines and fees, etc.).*
* *Library Media Specialist applies, reviews, and evaluates data to improve the library media program.*
 |
| ***Guiding Questions: What activities, assignments, and resources were developed and utilized that emphasize thinking and problem-based learning, permit student choice and initiative, and encourage depth rather than breadth? How did you determine and expand your knowledge of resources that facilitated students’ content knowledge?*** **Evidence:** |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1e:******Developing a Plan to Evaluate Students and the Library Media Program*** | Library Media Specialist has no plan or procedure to evaluate students or the library media program and resists suggestions that such an evaluation is important. | Library Media Specialist has a rudimentary plan and procedure to evaluate students and the library media program and accepts suggestions that such an evaluation is important. | Library Media Specialist has a well-developed plan and procedure to evaluate students and the library media program. The assessment of students is aligned to standards and related instruction. The plan to evaluate the library media program incorporates evaluation of instruction, print and digital library materials, usage of library services, the state of technology, physical space and the alignment of the total school program. | Library Media Specialist has an exceptional plan and procedure to evaluate students and the library media program. The assessment of students is well aligned to standards and related instruction. A highly sophisticated plan to evaluate the library media program incorporates evaluation of instruction, print and digital library materials, usage of library services, the state of technology, physical space and the alignment of the total school program. |
| ***Critical******Attributes*** | * *There is no evaluation of the library media program.*
* *There is no awareness of a need to evaluate student learning.*
 | * *Library Media Specialist evaluation plan does not address one or more of the following components: the evaluation of print and digital resources, usage of library media services, state of the physical space and alignment to the overall school program.*
* *Library Media Specialist accepts the suggestion that student evaluation is necessary, but it does not occur.*
 | * *Library Media Specialist plan incorporates the evaluation of print and digital resources, usage of library media services, state of the physical space, alignment to the Standards, etc.*
* *Library Media Specialist regularly provides opportunities to collect and evaluate data from student assessments (example, TRAILS, national standardized tests).*
 | * *Library Media Specialist develops quantitative and qualitative tools to collect data for evaluating the library media program.*
* *Library Media Specialist identifies steps to move the library media program forward in response to the data collected.*
* *Library Media Specialist applies evaluation of data to improve library media program and student learning.*
 |
| ***Guiding Question: How did you determine appropriate assessments, both formative and summative, and how will you use the results to plan for future instruction/program planning?*****Evidence:** |

**Domain 2 for Library Media Specialists: The Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2a:******Creating an Environment of Respect and Rapport*** | Patterns of interactions, both between the Library Media Specialist and students and/or staff, as well as among students, are negative, inappropriate, or insensitive to student’s cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. Library Media Specialist does not deal with disrespectful behavior. | Patterns of interactions, both between the Library Media Specialist and students and/or staff, as well as among students, are generally appropriate but may reflect occasional inconsistency, favoritism, and disregard student’s ages, cultural backgrounds and developmental levels. Library Media Specialist attempts to respond to disrespectful behavior with uneven response. | Interactions, both between the Library Media Specialist and students and/or staff, as well as among students, are friendly and demonstrate general caring and respect. Such interactions are appropriate to student’s ages, cultural backgrounds and developmental levels. Library Media Specialist responds successfully to disrespectful behavior. | Interactions, both between the Library Media Specialist and students and/or staff, as well as among students, are highly respectful, reflecting general caring, and sensitivity to individuals. Library Media Specialist responds successfully to disrespectful behavior in such a way that the net result is an environment where students themselves ensure high levels of civility in the library media center. |
| ***Critical*** ***Attributes*** | * *Library Media Specialist is disrespectful towards students or insensitive to students’ ages, cultural backgrounds and developmental levels.*
	+ *Students’ body language indicates feelings of hurt, discomfort, or insecurity.*
	+ *Library Media Specialist displays no familiarity with or caring about individual students.*
	+ *Library Media Specialist disregards disrespectful interactions among students.*
 | * + *The quality of interactions between LMS and students, or among students, is uneven, with occasional disrespect or insensitivity.*
	+ *LMS attempts to respond to disrespectful behavior among students, with uneven results.*
	+ *LMS attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.*
 | * + *Talk between LMS and students and among students is uniformly respectful.*
	+ *LMS successfully responds to disrespectful behavior among students.*
	+ *Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.*
	+ *LMS makes general connections with individual students.*
	+ *Students exhibit respect for LMS.*
 | * + *LMS demonstrates knowledge and caring about individual students’ lives beyond the class and school.*
	+ *There is no disrespectful behavior among students.*
	+ *When necessary, students respectfully correct one another in their conduct towards classmates.*
	+ *Students participate without fear of put-downs or ridicule from either Library Media Specialist or other students.*
	+ *LMS respects and encourages students’ efforts.*
 |
| ***Guiding Questions: How do you create an environment of respect and rapport? How do you ensure that interactions within the Library Media Center are respectful?*** **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2b:******Establishing a Culture for Investigation and an Appreciation of Learning and Literature*** | Library Media Specialist conveys a culture characterized by a lack of commitment to learning, and little or no investment of student energy in seeking information and reading literature. Medium to low expectations for student achievement are the norm. | Library Media Specialist conveys a culture characterized by little commitment to learning, and minimal investment of student energy in seeking information and reading literature. Medium expectations for student achievement are the norm. | Library Media Specialist conveys a culture where learning is valued with high expectations for both learning and hard work as the norm for most students. Students understand their role as learners and readers as they consistently expend effort to learn. | Library Media Specialist, in interactions with both students and colleagues, conveys a culture characterized by an essential nature of seeking information and reading literature. Students appear to have internalized these values. Library Media Specialist conveys a culture where students are cognitively busy, characterized by a shared belief in the importance of learning and reading. Library Media Specialist conveys high expectations for both learning and reading as the norm for all students. Students accept their role as learners and readers. |
| ***Critical*** ***Attributes*** | * + *The library media center is not used.*
	+ *Library Media Specialist does not promote reading.*
	+ *LMS conveys that there are little or no relevant resources for research or learning.*
 | * + *The library media center is used minimally and is not a part of the school culture.*
* *Library Media Specialist inconsistently promotes reading.*
* *Library Media Specialist communicates the importance of seeking information for research or learning, but the process is unstructured.*
	+ *Library Media Specialist provides minimal relevant resources for research or learning.*
	+ *Some students self-select pleasure reading materials to become lifelong learners.*
 | * + *The library media center is an essential part of the school culture.*
	+ *Library Media Specialist directs initiatives that promote reading.*
	+ *Library Media Specialist communicates the importance of systematically seeking information for research and learning.*
	+ *Library Media Specialist provides a variety of relevant resources for research and learning. (Books, electronic databases, eBooks, etc.)*
	+ *Students self-select pleasure reading materials to become lifelong learners.*
 | * + *Library Media Specialist directs initiatives that promote reading school wide and across disciplines with input from the school community.*
	+ *Library Media Specialist facilitates students as they systematically seek information for research and learning.*
	+ *Students are independently using and self-selecting quality resources for research.*
 |

|  |
| --- |
| ***Guiding Question: How do you develop a culture of high expectations for learning that promotes and results in high levels of student effort?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2c:******Establishing and Managing Library Policies/Procedures and Use of Physical Space***  | Library Media Center routines and procedures (example, circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role. Library Media Specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. | Library Media Center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful. Library Media Specialist’s efforts to make use of the physical environment are uneven, resulting in occasional confusion. | Library Media Center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role. Library Media Specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. | Library Media Center routines and procedures (for example, circulation of materials, working on computers, independent work) are seamless in their operations, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center. Library Media Specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting. |
| ***Critical******Attributes*** | * *The Library Media Center routines and procedures are not established.*
* *The Library Media Center’s physical environment includes no semblance of order and physical hazards.*
* *The Library Media Assistant requires constant supervision to function within the library program.*
 | * *The Library Media Center routines and procedures need frequent reminders/ re-teaching.*
* *The Library Media Center’s physical environment is not an impediment to learning, but it does not enhance learning.*
* *The Library Media Assistant requires guidance to contribute to the success of the library program.*
 | * *The Library Media Center routines and procedures function smoothly.*
* *The Library Media Center is organized for safety, ease of traffic flow and learning.*
* *The Library Media Assistant contributes to the success of the library program.*
* *The Library Media Center provides access to the OPAC and online resources.*
 | * *Members of the learning community can independently navigate the LMC and utilize its resources.*
* *Members of the learning community take the initiative to ensure their time in the LMC is used productively.*
* *The LMC signage is updated on a regular basic based upon changes in the LMC resources and procedures.*
* *The Library Media Center’s webpage provides access to OPAC and online resources.*
* *The Library Media Assistant takes initiative and contributes to the success to the library program.*
 |

|  |
| --- |
| ***Guiding Questions: How do you establish and promote routines and procedures that maximize time for student learning? How do you manage the physical space available to you to promote student learning?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2d:******Managing Student Behavior*** | There appear to be no established standards of conduct, or students challenge them. There is little or no Library Media Specialist monitoring of student behavior and response to students’ misbehavior is repressive or disrespectful of student dignity.  | Standards of conduct appear to have been established, but their implementation is inconsistent. Library Media Specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. Library Media Specialist monitors student behavior against established standards of conduct. Library Media Specialist’s response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Library Media Specialist’s monitoring of student behavior is subtle and preventive. Library Media Specialist’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. |
| ***Critical*** ***Attributes*** | * *The library media setting is chaotic with no apparent standard of conduct.*
* *Library Media Specialist or staff does not monitor student behavior.*
* *Some students violate standards of conduct, without apparent LMS or staff awareness.*
* *When Library Media Specialist or staff notices student misbehavior, s/he appears helpless to do anything about it.*
 | * *Standards of conduct have been established but are not consistently practiced.*
* *Library Media Specialist or staff attempt to maintain order in the library media setting, but with inconsistent success.*
* *Library Media Specialist or staff inconsistently addresses students’ behavior choices.*
 | * *Standards of conduct are established and consistently practiced.*
* *Library Media Specialist and staff frequently monitor student behavior.*
* *Library Media Specialist and staff responds effectively to student misbehavior.*
 | * *Library Media Specialist has clearly communicated expectations for student behavior.*
* *Library Media Specialist and staff silently and subtly monitor student behavior.*
* *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
 |
| ***Guiding Question: What student behavior expectations have been implemented, how are they monitored effectively, and how do you respond to positive and negative behavior?*****Evidence:** |

**Domain 3 for Library Media Specialists: Delivery of Services**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3a:******Maintaining and Extending the Library Collection in Accordance With the School’s Needs and Within Budget Limitations*** | Library Media Specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically inventory nor weed the collection of outdated material. Collection is unbalanced among different areas. | Library Media Specialist inconsistently adheres to district or professional guidelines in selecting materials for the collection but does not consistently inventory nor weed the collection of outdated material. Collection is somewhat unbalanced among different areas. | Library Media Specialist adheres to district or professional guidelines in selecting materials for the collection and routinely inventories and weeds the collection of outdated material. Collection is mostly balanced among different areas. | Library Media Specialist adheres to district and professional guidelines in selecting materials for the collection and consistently inventories and weeds the collection of outdated material. The LMS uses circulation data and reports to determine needs. Collection is highly balanced and interconnected between different content/conceptual areas as a result of analysis of data and collaboration with staff. |
| ***Critical*** ***Attributes*** | * *Library Media Specialist does not refer to the District 204 LMC Policy and Procedure Manual and professional guidelines when selecting materials.*
* *Library Media Specialist is biased when selecting resources for the collection, which lacks cultural and curricular diversity.*
* *Library Media Specialist does no weeding of the collection or does not refer to the District 204 LMC Policy and Procedure Manual and professional guidelines.*
* *Library Media Specialist does not conduct a systematic inventory of the collection.*
 | * *Library Media Specialist inconsistently refers to the District 204 LMC Policy and Procedure Manual and professional guidelines when selecting materials.*
* *Library Media Specialist attempts to select resources for the collection, but does not consistently consider cultural and curricular diversity.*
* *Library Media Specialist inconsistently refers to the District 204 LMC Policy and Procedure Manual and professional guidelines when weeding materials.*
* *Library Media Specialist conducts a systematic inventory of the collection.*
 | * *Library Media Specialist refers and adheres to the District 204 LMC Policy and Procedure Manual and professional guidelines when selecting materials.*
* *Library Media Specialist selects resources for the collection, with consideration for cultural and curricular diversity.*
* *Library Media Specialist refers and adheres to the District 204 LMC Policy and Procedure Manual and professional guidelines when weeding materials.*
* *Library Media Specialist conducts a thorough systematic inventory of the collection.*
 | * *Library Media Specialist teaches and guides others in using the District 204 LMC Policy and Procedure Manual and professional guidelines when selecting materials.*
* *Library Media Specialist routinely collects and analyzes data from reports available through the circulation system.*
* *Library Media Specialist regularly collaborates with staff to develop collection plan and understand needs.*
* *Library Media Specialist develops and uses electronic surveys and assessments to determine collection needs.*
* *Library Media Specialist keeps current by using collection development tools, such as professional journals, webinars, listservs, and technology based resources.*
 |

|  |
| --- |
| ***Guiding Question: How were the learning targets clearly stated, vocabulary appropriately used, and how was the students’ background knowledge connected to the new concepts?*** **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3b:******Collaborating with Teachers in the Design, Integration and Teaching of Effective Instructional Units and Lessons*** | Library Media Specialist declines to collaborate with teachers in the design of instructional lessons and units. | Library Media Specialist collaborates minimally with teachers in the design of instructional lessons and units. Library Media Specialist rarely integrates appropriate information literacy and technology skills. Even when scheduling permits, the teacher and Library Media Specialist rarely co-teach units of instruction due to librarian unwillingness. | Library Media Specialist initiates collaboration with teachers in the design of instructional lessons and units, and consistently integrates appropriate information literacy and technology skills. When scheduling permits, the teacher and Library Media Specialist co-teach units of instruction. | Library Media Specialist takes on a leadership role while collaborating with teachers on a consistent basis in the design of instructional lessons and units, ensuring the integration of appropriate information literacy and technology skills. When scheduling permits, the teacher and Library Media Specialist co-teach units of instruction. |
| ***Critical*** ***Attributes*** | * *Library Media Specialist does nothing to encourage teachers to collaborate.*
* *Library Media Specialist does not provide training in the use of technology.*
 | * *Library Media Specialist occasionally motivates teachers to collaborate.*
* *Library Media Specialist is rarely willing to co-teach units of instruction.*
 | * *Library Media Specialist collaborates with teachers on a regular basis.*
* *Library Media Specialist is willing to co-teach units of instruction.*
 | * *Library Media Specialist takes a leadership role when collaborating with teachers on a regular basis.*
* *Library Media Specialist co-teaches units of instruction.*
 |
| ***Guiding Question: How was student engagement facilitated through the use of questioning that promoted student interaction and discussion?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3c:******Engaging Students in the Appreciation of Literature and in Learning Information Skills*** | The learning tasks/ activities, materials and, resources are poorly aligned with instructional outcomes, and do not provide any opportunities for the appreciation of literature. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks/ activities, materials and resources are minimally aligned with instructional outcomes. The lesson has recognizable structure; however the pacing of the lesson may not provide students the time needed to be intellectually engaged or so slow that many students have considerable down time. Students have limited opportunities for the appreciation of literature. | The learning tasks/ activities, materials and resources are fully aligned with instructional outcomes. The lesson has a clearly defined structure; the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Students have ample opportunities for the appreciation of literature. | The learning tasks/ activities, materials and resources are well designed and require complex thinking on the part of the students. The lesson has a clearly defined structure and the pacing of the lesson provides students the time needed not only to be intellectually engaged with and reflect upon their learning, but also to consolidate their understanding. Students are provided many tasks/activities that they can self- extend knowledge and understanding and collaborate with other peers.  |
| ***Critical*** ***Attributes*** | *• Library Media Specialist does nothing to encourage students to read or appreciate literature.**•Few students are engaged in learning information skills.**•There is alignment of lesson to instructional outcomes.**•Instructional materials used are unsuitable to the lesson and/or the students.**•The lesson drags or is rushed.* | *• Library Media Specialist occasionally encourages students to read or appreciate literature.**•Some students are engaged in learning information skills in coordination with curricular areas.**• Lessons are somewhat aligned to instructional outcomes using goals and objectives.**•Instructional materials used are somewhat suitable to the lesson and/or the students.**•The lesson pacing is uneven.* | *• Library Media Specialist encourages students to read a variety of materials and appreciate literature.**• Most students are engaged in learning information skills in coordination with curricular areas.**• Lessons are aligned to instructional outcomes using goals and objectives and are instructionally stimulating.**•Instructional materials used are suitable to the lesson and/or the students.**•The lesson pacing provides students the time needed to be intellectually engaged.* | *•Students take initiative when using print and digital materials for a variety of purposes.**• Students self-select reading materials, collaborate with peers in sharing and appreciating literature.**•Virtually all students are intellectually engaged in the lesson.**•Lesson activities require high-level student thinking and explanations of their thinking.**•Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.* |
| ***Guiding Question: How were students intellectually engaged in well-designed, scaffolded learning tasks that promoted higher order thinking?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3d:******Using Assessment in Instruction and Delivery of Service*** | There is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in assessment.Library Media Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Library Media Specialist monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.Library Media Specialist has a rudimentary plan to evaluate the program. | Library Media Specialist monitors student learning. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to students is accurate and specific, and some students engage in self-assessment.Library Media Specialist’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Assessment is fully integrated into instruction. Questions and assessments are regularly used to diagnose evidence of learning. Accurate and specific feedback comes in a variety of forms and enables students to self-assess and monitor their own progress.Library Media Specialist’s plan to evaluate the program is highly sophisticated, with extensive sources of evidence and a clear path toward improving the program on an ongoing basis. |
| ***Critical*** ***Attributes*** | * *Library Media Specialist makes no effort to determine whether students understand the lesson.*
* *Students receive no feedback.*
* *Assessment is not a part of the library media program.*
 | * *There is little evidence that student learning is being assessed.*
* *Library Media Specialist may monitor understanding through a single method, or without eliciting evidence of understanding from students. (example, CRISS strategies)*
* *Rudimentary assessment of the library media program is evident.*
 | * *Library Media Specialist makes the standards of high-quality research clear to students.*
* *Library Media Specialist elicits evidence of student understanding.*
* *Assessment of the library media program is based on clear goals and objectives and the collection of evidence.*
 | * *Library Media Specialist makes the standards of high-quality research clear to students and is integrated into instruction.*
* *Library Media Specialist regularly elicits evidence of student understanding and uses the evidence to improve the instructional unit/lesson.*
* *Students self-assess and monitor their learning.*
* *Assessment of the library media program is ongoing and based on clear goals and objectives and the collection of evidence.*
* *High-quality feedback comes from many sources, including students; it is specific and focused on improvement.*
 |

***Guiding Question: How was teacher, student, and/or peer assessment used to provide feedback, monitor student learning, and guide future***

***Instruction/program planning?***

**Evidence:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3e:******Demonstrating Flexibility and Responsiveness*** | Library Media Specialist adheres to library media program plan, in spite of evidence of its inadequacy. | Library Media Specialist makes modest changes in the library media program when confronted with evidence of the need for change. | Library Media Specialist makes revisions to the library media program when they are needed. | Library Media Specialist is continually seeking ways to improve the library media program and makes changes as needed in response to student, parent, or teacher input. |
| ***Critical*** ***Attributes*** | * *Given negative feedback on the library program, the Library Media Specialist makes no attempt to make changes or improvements.*
* *Library Media Specialist does not respond to meeting the library media program related needs of others.*
 | * *Given feedback on the library program, Library Media Specialist makes small changes.*
* *Library Media Specialist does not elicit input and greater understanding on how to improve the program.*
* *Library Media Specialist makes an attempt to meet the library media program related needs of students, staff and administration.*
 | * *Library Media Specialist responds positively to feedback from students, staff, and administration.*
* *Library Media Specialist regularly makes changes to the library program.*
* *Library Media Specialist meets the library media program related needs of students, staff and administration.*
 | * *Library Media Specialist elicits feedback for the purpose of improving the library program.*
* *Library Media Specialist anticipate and creatively problem-solve the library media program related needs of students, staff and administration.*
 |
| ***Guiding Question: How was the lesson adjusted to enhance understanding, incorporate students’ interests, and utilize a wide range of strategies?*** **Evidence:** |

**Domain 4 for Library Media Specialists: Professional Responsibilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4a:******Reflecting on Practice***  | Library Media Specialist does not reflect on practice, or the reflections are inaccurate or self-serving. Library Media Specialist is unable to connect their practice to the development of student information literacy, research, and technology skills. | Library Media Specialist’s reflection on practice is limited, citing no specific examples and only global suggestions as to how it might be improved. Library Media Specialist is inconsistently able to connect their practice to the development of student information literacy, research, and technology skills. | Library Media Specialist’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library Media Specialist makes specific suggestions as to how the media program might be improved.Library Media Specialist is able to connect their practice to the development of student information literacy, research, and technology skills. | Library Media Specialist’s reflection is highly accurate and perceptive, citing specific examples. Library Media Specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.Library Media Specialist is able to connect their daily practice in coherent detail to the development of student information literacy, research, and technology skills. |
| ***Critical Attributes*** | * *Library Media Specialist draws incorrect conclusions about the effectiveness of their practice.*
* *Library Media Specialist does not consider suggestions to improve practice.*
 | * *Library Media Specialist has a general sense of whether or not practices were effective.*
* *Library Media Specialist offers general modifications for future actions.*
 | * *Library Media Specialist accurately assesses the effectiveness of instructional or other library activities.*
* *Library Media Specialist identifies specific ways in which their practice might be improved.*
 | * *Library Media Specialist’s assessment of their practice is thoughtful and includes specific indicators of effectiveness.*
* *Library Media Specialist’s suggestions for improvement draw on an extensive repertoire.*
 |
| ***Guiding Question: Upon reflection, what worked well and how might the lesson or unit of study be improved for the future?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4b:******Maintaining Accurate Records*** | Library Media Specialist’s system for maintaining records is nonexistent or in disarray.  | Library Media Specialist’s system for maintaining records is rudimentary and only partially effective.  | Library Media Specialist’s system for maintaining records is organized and fully effective. Inventories and reports are submitted on time.  | Library Media Specialist anticipates teacher needs when preparing budgets, follows established procedures, and suggests improvement to those procedures. Library Media Specialist’s system for maintaining records is fully effective as it analytically supports the library program and extends services. |
| ***Critical******Attributes*** | * *There is no system for both instructional and non-instructional record keeping. (Circulation data, budget keeping, etc.)*
 | * *There is a rudimentary system for both instructional and non-instructional record keeping. (Circulation data, budget keeping, etc.)*
 | * *There is an accurate system for both instructional and non-instructional record keeping. (Circulation data, budget keeping, etc.)*
 | * *There is an effective and efficient system for both instructional and non-instructional record keeping which is reported. (Circulation data, budget keeping, etc.)*
 |
| ***Guiding Question: What is the process for efficiently and effectively maintaining records, and how are multiple sources of data utilized to analyze student/program progress?*** **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4c:******Communicating With the Larger Community*** | Library Media Specialist makes no effort to engage in outreach efforts to parents or the larger community. | Library Media Specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community. | Library Media Specialist engages in frequent and appropriate outreach efforts to parents and the larger community. | Library Media Specialist is proactive in reaching out to parents and the larger community through a variety of methods and establishing contacts with outside libraries, coordinating efforts for mutual benefit. |
| ***Critical*** ***Attributes*** | * *Information about the library program is not made available to parents or the larger community.*
* *Library Media Specialist does not respond appropriately to parent concerns and questions.*
 | * *Information about the library program is available on an inconsistent basis.*
* *Library Media Specialist responds inconsistently to parent concerns and questions.*
 | * *Information about the library program is available on a regular basis.*
* *Library Media Specialist responds consistently and in a timely manner to parent concerns and questions.*
 | * *Library Media Specialist uses a variety of methods to communicate with the learning community.*
* *Library Media Specialist communications are always sensitive to the learning communities’ cultural norms.*
* *Library Media Specialist collaborates with the larger community to provide opportunities and resources for students. (Public libraries, businesses, government leaders, etc.)*
 |
| ***Guiding Question: What is the process for communicating with and engaging families in the student learning process?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4d:******Growing Individually and Collectively as a Professional*** | Library Media Specialist’s relationships with colleagues are negative or self-serving. Library Media Specialist avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Library Media Specialist avoids becoming involved in school events or school and district projects. Library Media Specialist engages in no professional development activities to enhance knowledge or skill. Library Media Specialist resists feedback on teaching performance from either supervisors or more experienced colleagues. Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities. | Library Media Specialist maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Library Media Specialist participates in the school’s culture of professional inquiry when invited to do so. Library Media Specialist participates in school events and school and district projects when specifically asked. Library Media Specialist participates to a limited extent in professional activities when they are convenient. Library Media Specialist engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. Library Media Specialist finds limited ways to assist other teachers and contribute to the profession. | Library Media Specialist’s relationships with colleagues are characterized by mutual support and cooperation. Library Media Specialist actively participates in a culture of professional inquiry. Library Media Specialist volunteers to participate in school events and in school and district projects, making a substantial contribution. Library Media Specialist seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Library Media Specialist actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. Library Media Specialist participates actively in assisting other educators and looks for ways to contribute to the profession. | Library Media Specialist’s relationships with colleagues are characterized by mutual support and cooperation, with Library Media Specialist taking initiative in assuming leadership among the faculty. Library Media Specialist takes a leadership role in promoting a culture of professional inquiry. Library Media Specialist volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. Library Media Specialist seeks out opportunities for professional development and makes a systematic effort to conduct action research. Library Media Specialist solicits feedback on practice from both supervisors and colleagues. Library Media Specialist initiates important activities to contribute to the profession. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***Critical*** ***Attributes*** | *• Library Media Specialist’s relationships with colleagues are characterized by negativity or combativeness.**• Library Media Specialist purposefully avoids contributing to activities promoting professional inquiry.**• Library Media Specialist avoids involvement in school activities, as well as district and community projects.**• Library Media Specialist is not involved in any activity that might enhance knowledge or skill.**• Library Media Specialist purposefully resists discussing performance with supervisors or colleagues.* *• Library Media Specialist ignores invitations to join professional organizations or attend conferences.* | *• Library Media Specialist has cordial relationships with colleagues.**• When invited, Library Media Specialist participates in activities related to professional inquiry.**• When asked, Library Media Specialist participates in school activities, as well as district and community projects.**• Library Media Specialist participates in professional activities when they are required or provided by the district.**• Library Media Specialist reluctantly accepts feedback from supervisors and colleagues.**• Library Media Specialist contributes in a limited fashion to professional organizations.* | *• Library Media Specialist has supportive and collaborative relationships with colleagues.**• Library Media Specialist regularly participates in activities related to professional inquiry.**• Library Media Specialist frequently volunteers to participate in school events and school district and community projects.**• Library Media Specialist seeks regular opportunities for continued professional development.**• Library Media Specialist welcomes colleagues and supervisors into the library media center for the purposes of gaining insight from their feedback.**• Library Media Specialist participates in organizations designed to contribute to the profession (e.g., attends professional conferences).* | *• Library Media Specialist takes a leadership role in promoting activities related to professional inquiry.**• Library Media Specialist regularly contributes to and leads events that positively impact school life.**• Library Media Specialist significantly contributes to district and community projects.**• Library Media Specialist seeks regular opportunities for continued professional development, including initiating action research.**• Library Media Specialist actively seeks feedback from supervisors and colleagues.**• Library Media Specialist takes an active role in professional organizations in order to contribute to the profession (e.g., presents at a conference or holds leadership position in a professional organization).**• Library Media Specialist takes a leadership role in school and district groups,*  |
| ***Guiding Questions: How have you contributed to the professional growth of your colleagues? How have your colleagues contributed to your professional growth? How have you contributed to school, district, and/or community events?*****Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4e:******Showing Professionalism, including Integrity, Ethics, Advocacy, and Confidentiality*** | Library Media Specialist displays dishonesty in interactions with colleagues, students, and the public. Library Media Specialist is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school. Library Media Specialist makes decisions and recommendations that are based on self-serving interests. Library Media Specialist does not comply with state, school and district regulations. | Library Media Specialist is honest in interactions with colleagues, students, and the public. Library Media Specialist’s attempt to serve students is inconsistent, and does not knowingly contribute to some students being ill served by the school. Library Media Specialist’s decisions and recommendations are based on limited though genuinely professional considerations. Library Media Specialist must be reminded by supervisors about complying with state, school and district regulations. | Library Media Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Library Media Specialist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Library Media Specialist maintains an open mind in team or departmental decision making. Library Media Specialist complies fully with state, school and district regulations | Library Media Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Library Media Specialist is highly proactive in serving students, seeking out resources when needed. Library Media Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Library Media Specialist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Library Media Specialist complies fully with state, school and district regulations, taking a leadership role with colleagues. |
| ***Critical*** ***Attributes*** | *• Library Media Specialist is dishonest.**• Library Media Specialist does not notice the needs of students.**• Library Media Specialist engages in practices that are self-serving.**• Library Media Specialist willfully rejects state, school and district regulations, as an example, violating copyright rules.* | *• Library Media Specialist is honest.**• Library Media Specialist notices the needs of students and staff but is inconsistent in addressing them.**• Library Media Specialist does not notice that some school practices result in poor conditions for students and staff.**• Library Media Specialist makes decisions professionally, but on a limited basis.**• Library Media Specialist somewhat complies with state, school and district regulations, as an example, posting copyright rules.* | *• Library Media Specialist is honest and known for having high standards of integrity.**• Library Media Specialist actively addresses student and staff needs.**• Library Media Specialist actively works to provide opportunities for student and staff success.**• Library Media Specialist willingly participates in team and departmental decision making.**• Library Media Specialist fully complies with state, school and district regulations, as an example, observing copyright rules.* | *• Library Media Specialist is considered a leader in terms of honesty, integrity, and confidentiality.**• Library Media Specialist is highly proactive in serving students and staff.**• Library Media Specialist makes a concerted effort to ensure opportunities are available for all students and staff to be successful.**• Library Media Specialist takes a leadership role in team and departmental decision making.**• Library Media Specialist takes a leadership role in complying with state, school and district regulations, as an example, teaching copyright rules.* |

|  |
| --- |
| ***Guiding Question: Provide examples of how you: a) advocate for students; b) willingly participate in team/department decision-making; c) comply fully with school and district regulations.*****Evidence:** |