

Library Media Specialist Evaluation Tool
SY 2017-2018

Standard 1. Planning and Preparation of Daily Instruction and the School Library Program

Rating Standards: Planning and Preparation	Planning is an essential role for the successful library media specialist in performing the roles of teacher, instructional partner, information specialist, program administrator and leader. Planning rigorous instruction, integrating content and important concepts in the discipline is essential. Planning an effective school library program is essential.			
	<p>1.1 Instruction: Demonstrates knowledge of literature both in fiction and nonfiction, multiple literacies, guided inquiry, instructional technology and the pedagogy of teaching each.</p> <p>Program: Demonstrates the knowledge of the interrelationships between collection development (print/digital) and content taught in the school as appropriate to the setting (PreK-12) to plan an effective library media program.</p>			
	Unsatisfactory	Basic	Proficient	Distinguished
	<p>Library Media Specialist...</p> <p>does not plan effectively. LMS has little working knowledge of literature, multiple literacies, guided inquiry and instructional technology.</p> <p>LMS does not plan collection development to support both school instruction and the goals of the school and district.</p>	<p>Library Media Specialist...</p> <p>exhibits little or emerging knowledge of literature, multiple literacies, guided inquiry and instructional technology.</p> <p>LMS little awareness of collection development to support both school instruction and the goals of the school and district.</p>	<p>Library Media Specialist...</p> <p>exhibits strong knowledge of literature, multiple literacies, guided inquiry and instructional technology and takes opportunities to collaboratively plan with teachers in the school.</p> <p>LMS plans collection development to support both school instruction and the goals of the school and district</p>	<p>Library Media Specialist...</p> <p>exhibits all of proficient and shares strong knowledge with staff and administrator.</p> <p>Important Administrative Connection</p> <p>...and Administrator work together with leadership teams to provide opportunities for LMS to collaborate to create rigorous instruction, assessment and units integrated with classroom instruction. Administrator works with the LMS to create an action plan using data and reflection to measure implementation of goals. Provides access to technology.</p>

1.2 Instruction: Demonstrates knowledge of child development, the learning process, and language/cultural/special needs of students.
Program: Demonstrates knowledge of the school's goals and instructional focus to support the students, staff, administration and school community.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>exhibits little awareness of child development, the learning process and/or the needs of the students.</p> <p>LMS exhibits no awareness of the school's goals and instructional focus.</p>	<p>Library Media Specialist...</p> <p>exhibits knowledge of the importance of child development, the learning process, and language/cultural/special needs of students.</p> <p>LMS exhibits the knowledge of the school's goals and focus to support the school and community.</p>	<p>Library Media Specialist...</p> <p>exhibits strong knowledge of the importance of child development, the learning process, and language/cultural/special needs of students.</p> <p>LMS exhibits strong knowledge of the school's goals and focus to support the students, staff, administration and school community.</p>	<p>Library Media Specialist...</p> <p>exhibits all of proficient and acts as an instructional partner to the staff and administration by sharing knowledge of child development, the learning process, and needs of the students at leadership meetings and professional development opportunities.</p> <p>Discusses the school's goals at leadership meetings and acts as a leader in assisting the school to attain the stated goals aligning the goals of the school library in an action plan.</p> <p>Important Administrative Connection</p> <p>...and Administrator invites the LMS to leadership meetings.</p>

1.3 Instruction: Demonstrates ability to write outcomes that describe what the student will learn aligned to all appropriate content area standards.
Program: Establishes instructional and program planning goals for the library media program appropriate to the school setting. Seeks to collaborate. Provides professional development in order to meet those goals.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>exhibits little ability to write aligned outcomes for instruction.</p> <p>LMS exhibits little ability to create an instructional program for the library media center appropriate to the school setting. No goals are created or are not appropriate to the school setting. Does not collaborate.</p>	<p>Library Media Specialist...</p> <p>exhibits knowledge of writing aligned outcomes for instruction.</p> <p>LMS exhibits ability to create an instructional program for the library media center appropriate to the school setting.</p>	<p>Library Media Specialist...</p> <p>exhibits strong knowledge of writing aligned outcomes for instruction. Outcomes align to all appropriate content area standards.</p> <p>LMS exhibits strong ability to create an instructional program for the library media center that supports the school setting.</p> <p>LMS creates professional development to share the program connections to staff. Seeks to collaborate.</p>	<p>Library Media Specialist...</p> <p>exhibits all of proficient and acts as an instructional partner, program administrator to the staff and school library program, and as an instructional leader in the school.</p> <p>Important Administrative Connection</p> <p>...and Administrator Invites LMS to leadership meetings and discusses the role of the school library and school instructional goals. Provides opportunities to collaborate.</p>

<p>1.4 Instruction: Demonstrates understanding that print, multimedia, and electronic materials are core ingredients for building a foundation of literacy – including digital and information literacy, reading for pleasure, and inquiry skills.</p> <p>Program: Collection development includes: print and digital resources aligned to curriculum, resources fostering independent reading, and diverse points of view. Weeds the collection regularly to ensure relevant materials.</p>			
<p>Unsatisfactory</p>	<p>Basic</p>	<p>Proficient</p>	<p>Distinguished</p>
<p>Library Media Specialist...</p> <p>exhibits little understanding of print, multimedia and electronic materials as key ingredients for building a foundation of literacy, reading for pleasure, or inquiry skills.</p> <p>Collection development is not aligned to the instructional needs of the school. Weeding of the collection does not occur.</p>	<p>Library Media Specialist...</p> <p>exhibits an understanding of print, multimedia and electronic materials as key ingredients for building a foundation of literacy, including digital and information literacy, reading for pleasure and inquiry skills.</p> <p>Collection development does occur and is aligned with the instructional needs of the school. Weeds the collection occasionally.</p>	<p>Library Media Specialist...</p> <p>exhibits understanding that print, multimedia, and electronic materials are core ingredients for building a foundation of literacy – including digital and information literacy, reading for pleasure, and inquiry skills.</p> <p>Collection development includes: print, digital resources aligned to curriculum, fostering independent reading, and diverse points of view. Weeds the collection regularly to ensure relevant materials.</p>	<p>Library Media Specialist...</p> <p>exhibits all of proficient and as an instructional partner informs staff, administration and community of the strong connections created in the school library to the school's instructional goals through literacy – including digital and information literacy, reading for pleasure, and inquiry skills. Collection development reflects knowledge of the best literature and informational materials across the curriculum. Weeds the collection frequently to ensure relevant materials.</p> <p>Important Administrative Connection</p> <p>...and Administrator</p> <p>Encourages LMS to attend quarterly Review and Evaluation Meetings for training in relevant professional development in order</p>

			to support systemic initiatives. Provides time within schedule to maintain the school library and perform administrative activities.
--	--	--	---

1.5 Instruction: Demonstrates ability to design rigorous instruction, by integrating information and digital literacy standards, inquiry skills, technology skills and PreK-12 content standards (as applicable) into learning activities and instructional materials/resources.

Program: Demonstrates ability to align school library resources with overall school program. Demonstrates ability to create goals, develop a plan, and evaluate the resources of library media program. Meets with the principal to share and discuss the school library program plan.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>exhibits little awareness of instructional design. Lessons are created with little or no thought of standards. Learning activities, instructional materials and resources are rarely created at the moment, missing or not effectively aligned with standards.</p> <p>The school library program is not aligned to school instructional needs. No action plan has been created identifying goals for the library program.</p>	<p>Library Media Specialist...</p> <p>exhibits an understanding of instructional design. Lessons are created aligned to information literacy standards, but limited to integrating additional standards. Learning activities, instructional materials and resources are created aligned with standards.</p> <p>The school library program is aligned to the school's instructional program that focuses on reading for pleasure mostly with some connections to content taught in the school. There is an action plan created and shared with the principal.</p>	<p>Library Media Specialist...</p> <p>exhibits ability to design rigorous instruction, by integrating information and digital literacy, inquiry, technology and content standards into learning activities and instructional materials/resources.</p> <p>LMS exhibits the ability to align school library program with overall school program. Demonstrates ability to create goals, develop a plan, and evaluate the library media program. Meets with the principal to share and discuss the plan.</p>	<p>Library Media Specialist...</p> <p>exhibits all of proficient and the role of information specialist and instructional partner is exhibited in the school through collaboration. Collaborates with teachers to share resources (digital and print) to create rigorous instruction. Shares expertise in instructional design providing professional development.</p> <p>LMS aligns school library program with strong connections to school's goals and shares connections with staff and administration to improve instruction school-wide. Meets with principal to share the plan.</p> <p>Important Administrative Connection</p> <p>...and Administrator</p> <p>Provides time for library media specialist to collaborate and encourages professional development for staff.</p>

1.6 Instruction: Creates coherent lesson, unit and assessment structure. Assessments are in congruence with instructional outcomes with clear criteria and standards, well-designed formative assessments, and use of assessments in planning, as required.
Program: Demonstrates ability to create assessments to evaluate the plans and stated goals for the library media program with all stakeholders. Shares assessments with the principal.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>exhibits little knowledge about assessments used for planning instruction or how to create assessments in congruence with instructional outcomes.</p> <p>The library media program is not assessed.</p>	<p>Library Media Specialist...</p> <p>exhibits an understanding of assessments. Assessments are somewhat aligned with instructional outcomes. Assessments sometimes include clear criteria. Program is assessed, but some stakeholders are omitted.</p>	<p>Library Media Specialist...</p> <p>exhibits ability to create coherent lesson, unit and assessment structure. Assessments are in congruence with instructional outcomes with clear criteria and standards, well-designed formative assessments, and use of assessments in planning, as required.</p> <p>Exhibits ability to create assessments to evaluate the program plans and stated goals for the library media program with all stakeholders. Shares assessments with the principal.</p>	<p>Library Media Specialist...</p> <p>exhibits all of proficient and uses the role of instructional partner in the school by providing professional development for assessment for instruction. These assessments may include: rubrics, checklists, portfolios, journals, conferencing and self-questioning. LMS solicits feedback for assessment improvements.</p> <p>Important Administrative Connection</p> <p>...and Administrator</p> <p>Encourages the LMS to be a part of the leadership team and to attend Review and Evaluation quarterly meetings for professional development. Provides time to meet with the library media specialist to discuss the library media program.</p>

Standard 2. Learning Climate for Daily instruction and to Ensure the Flexibility of the School Library Program

Rating Standards: Learning Climate	Learning climate is the quality of the environment of the school library classroom and school library space and how conducive it is to encouraging use by students and staff. The climate reflects the school's commitment to providing a high-quality learning experience for all. The school library space is open, warm welcoming, and flexibly designed to meet a wide variety of needs. It is a place for all that fosters learning and curiosity.			
	2.1 Instruction: Creates a learning climate in the library media classroom and school library that builds rapport and respect for all and demonstrates enthusiasm for reading and information literacy standards. Serves as model classroom for current, effective, and meaningful use of technologies. Program: Creates a space that is open, welcoming and flexibly designed to meet the needs of a wide variety of learners. Is available to teach at point-of-need.			
	<p style="text-align: center;">Unsatisfactory</p> <p style="text-align: center;">Library Media Specialist...</p> <p>Instruction: does not create an environment conducive to learning or rapport. LMS does not demonstrate enthusiasm for content. Does not use technology.</p> <p>Program: LMS does not create a space that is open and flexible. LMS is not available for point-of-need teaching within the schedule.</p>	<p style="text-align: center;">Basic</p> <p style="text-align: center;">Library Media Specialist...</p> <p>Instruction: exhibits little or emerging knowledge about creating an environment conducive to learning or building rapport. LMS uses technology for teaching but students do not utilize technology.</p> <p>Program: LMS little awareness about how to create an open, flexible space in the school library. LMS is sometimes available to teach at point-of-need within the schedule</p>	<p style="text-align: center;">Proficient</p> <p style="text-align: center;">Library Media Specialist...</p> <p>Instruction: exhibits ability to create a climate conducive to learning rapport and respect for all and demonstrates enthusiasm for content area. Uses active listening strategies with students. LMS uses technology for teaching and provides opportunity for students to use technology for learning.</p> <p>Program: LMS creates and maintains open, flexible learning spaces in the school library. LMS is available to teach at point-of-need within the schedule.</p>	<p style="text-align: center;">Distinguished</p> <p style="text-align: center;">Library Media Specialist...</p> <p>Instruction: exhibits all of proficient and as a teacher and instructional partner models using active listening, praise and positive reinforcement in the library media classroom.</p> <p>Important Administrative Connection</p> <p style="text-align: center;">...and Administrator</p> <p>Program: Considers hours of library to allow for students ability to drop in. Provides technology access to school library.</p>

2.2 Instruction: Demonstrates ability to set clear expectations, monitor student behavior, and respond to misbehavior respectively and effectively.

Program: Demonstrates ability to offer school-wide programs, provides student guidance, respects and encourages diverse interests and different points of view.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: does not create a positive climate of respect where students feel safe, demonstrates little ability to communicate expectations for student behavior and student achievement. LMS rarely uses praise and positive reinforcement. Civility does not seem to be present in the classroom.</p> <p>Program: Does not plan a program for the school library. The space is cluttered and overcrowded. There is a traditional quiet atmosphere where students are not welcome.</p>	<p>Library Media Specialist...</p> <p>Instruction: exhibits little or emerging positive climate of respect where students feel safe, demonstrating ability to communicate expectations for student behavior and student achievement. LMS uses praise and positive reinforcement. Levels of civility are present in the classroom.</p> <p>Program: Exhibits some artifacts for program plans and creates a learning space that may not relate to the school's goals. The LMS takes a passive role in assisting students and staff.</p>	<p>Library Media Specialist...</p> <p>Instruction: exhibits a positive climate of respect where students feel safe, demonstrating ability to communicate expectations for student behavior and student achievement. LMS uses praise and positive reinforcement. High levels of civility are present in the classroom.</p> <p>Program: Exhibits artifacts of program plans and creates a flexible learning space for the program and needs of the school and promotes diversity. The LMS is seen as an active partner in supporting students and staff.</p>	<p>Library Media Specialist...</p> <p>Instruction: exhibits all of proficient and as an instructional specialist, program administrator and leader in the school the LMS drives expectations for students by the school's instructional plan. The library is consistently used by students, staff and is seen as an irresistible space.</p> <p>Important Administrative Connection</p> <p>...and Administrator Supports the use of the school library as a state of the art 21st Century flexible learning space. Sees the school library as the hub of the school</p>

--	--	--	--

2.3 Instruction: Demonstrates ability to organize library media classroom to allow for safety and equitable access to literature and resources.

Program: Demonstrates ability to organize the school library's resources and program and extends access beyond the school day through the use of technology.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: exhibits little ability to organize the resources required for instruction in the school library classroom. Does not use technology for instruction.</p> <p>Program: exhibits little ability to organize the library's resources both print and digital. There is no visible knowledge of access to digital resources through the use of technology.</p>	<p>Library Media Specialist...</p> <p>Instruction: exhibits ability to organize the resources required for instruction in the school library classroom. Is an effective user of and models meaningful use of technologies.</p> <p>Program: exhibits strong ability to organize the library's resources both print and digital for student and staff's use during the school day.</p>	<p>Library Media Specialist...</p> <p>Instruction: exhibits strong ability to organize the resources required for instruction in the school library classroom. Is an effective user of and models current collaborate tools in technology.</p> <p>Program: exhibits strong ability to organize the library's resources both print and digital for student and staff's use beyond the school day through the use of technology.</p>	<p>Library Media Specialist...</p> <p>exhibits all of proficient and as an instructional consultant, information specialist, and leader employs technologies so that students are effective users of current collaborative tools.</p> <p>Important Administrative Connection</p> <p>...and Administrator provides both the LMS and school library with technologies as required in the school's classrooms, provides access to school's computer labs, laptop carts, etc. in order for the school library to be a current and responsive space.</p>

2.4 Instruction: Demonstrates ability to effectively communicate expectations for learning, clear directions and procedures, explanations of content, and use of oral and written language.

Program: Demonstrates ability to effectively communicate the school library program to students, staff, administration and community.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: exhibits little awareness of the importance of clear standards for conduct in the classroom. The LMS monitors of student behavior but the tone and delivery of response indicates anger, lack of sensitivity, and a loss of dignity for the student.</p> <p>Program: LMS does not share the program plans and goals of the library media center or has not created them.</p>	<p>Library Media Specialist...</p> <p>Instruction: exhibits an understanding of the importance of clear standards for conduct in the classroom. The LMS monitors of student behavior but it is not always subtle and preventive. The LMS responds to student misbehavior in a way that is not always sensitive or respectful to student needs and dignity.</p> <p>Program: shares the program plans and goals of the library media center, but may not attempt to reach all stakeholders.</p>	<p>Library Media Specialist...</p> <p>Instruction: exhibits clear standards for conduct in the classroom. The LMS is consistent and monitoring of student behavior is subtle and preventive. The LMS responds to student misbehavior in a sensitive way that is respectful to student needs and dignity.</p> <p>Program: consistently shares the program plans and goals of the library media center to all stakeholders in order to promote the role of the school library for instruction and to provide resources.</p>	<p>Library Media Specialist...</p> <p>exhibits all of proficient and students respect their classmates and the LMS. Students engage in respectful and open dialogue with each other and the LMS.</p> <p>Important Administrative Connection</p> <p>...and Administrator creates time to discuss the program goals of the school library program and supports those goals throughout the school year.</p>

Standard 3. Instruction and Professional Development of Staff and Administration

Rating Standards:
Instruction and
Professional
Development of Staff
and Administration

The library media specialist collaborates with other teachers from a variety of disciplines and grade levels to systematically integrate the Maryland School Library Media State Curriculum, 21st century skills, and digital literacy skills. The library media specialist differentiates instruction in standards-based lessons and incorporates best instructional practice. The library media specialist, in conjunction with classroom teachers, develops consistent means of assessing how well students are acquiring 21st century skills and digital literacy proficiency through the use of formative or summative assessments, such as rubrics, checklists, journaling and portfolios. The library media specialist provides evidence of this student learning to teachers, staff, administration and community. The library media specialist demonstrates his or her role as an essential and equal partner in the instructional process. The library media specialist participates in and coordinates professional learning at the local, state, and national level. The library media specialist is an instructional leader in their school and models professional learning networks, and guides staff for personal and professional development.

3.1 Instruction: Demonstrates ability to create high quality questions, discussion techniques, which encourages participation and creates high level thinking during student participation.
Program: Attends leadership meetings and asks relevant questions in order to work effectively with staff and administration to collaborate and design instructional units and to improve the library collection and program.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: does not use questions effectively. Tells students what to do, or leaves them on their own.</p> <p>Program: does not collaborate with teachers nor attend leadership meetings.</p>	<p>Library Media Specialist...</p> <p>Instruction: is aware of the importance of designing tasks that are student-created rather than teacher-directed, promoting life-long learning via inquiry where students generate meaningful questions and frame inquiry that goes beyond fact-gathering. LMS ask questions that guide students and help them think.</p> <p>Program: attends some leadership meetings, but does not fully participate.</p>	<p>Library Media Specialist...</p> <p>Instruction: often designs tasks that student-created rather than teacher-directed, promoting life-long learning via inquiry where students generate meaningful questions and frame inquiry that goes beyond fact-gathering. LMS, often metacognitively models good questioning techniques, stimulates critical thinking.</p> <p>Program: often initiates collaboration with classroom teachers in design of lessons and units, locating additional resources from sources outside of the school. LMS often attends leadership meetings and maintains an inquiring stance in order to improve instruction, library collection, and delivery of services. The LMS has a web page with resources for students.</p>	<p>Library Media Specialist...</p> <p>Instruction: exhibits all of proficient and students use technology tools to answer questions, discuss, and create high level thinking during instruction and to create products.</p> <p>Important Administrative Connection</p> <p>...and Administrator invites LMS to leadership meetings and facilitates opportunities for collaboration with staff</p> <p>Program: LMS has examined the instructional and programming documents from the OLMS and systematically and meaningfully integrates these into lessons and programs. The LMS has an interactive school library web page.</p>

3.2 Instruction: Demonstrates ability to engage students through activities, assignments, instructional groups, and lesson materials to engage students in enjoying reading, information literacy, inquiry and information technology. Employs backward design, differentiated instruction, reflection and other best practices to encourage all learners to succeed.

Program: Assists in developing a collaborative culture where co-teaching occasionally occurs. Collaborates in planning digital and 21st century skills into existing curricula and develops interdisciplinary lessons. Engages staff in professional development training of instructional and technology tools, databases, and teaching resources free and district owned. Works with school-wide culture to foster curiosity for learning and the joy of reading and digital literacy. Reading development and digital literacy are strongly tied to goals of the school and district.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: LMS has difficulty or does not understand how to create inquiry based lessons that support MDCCRS and real world connections. LMS does not use technology.</p> <p>Program: LMS does not encourage students to use the school library. Programming does not exist. Does not provide professional development.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS sometimes creates an inquiry based learning curriculum that supports MDCCRS and real world connections. LMS's instruction is usually student-centered, differentiated and challenging. LMS sometimes uses multiple media formats, technology tools, flexible grouping, and varied materials/resources.</p> <p>Program: LMS sometimes encourages independent readers that foster a love for reading and inquiry. Programming fosters creativity, innovation, play, building and experimentation. Provides professional development on a rare basis.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS usually creates an inquiry based learning curriculum that supports MDCCRS and real world connections. LMS's instruction is usually student-centered, differentiated and challenging. LMS uses multiple media formats, technology tools, flexible grouping, and varied materials/resources.</p> <p>Program: LMS usually encourages independent readers that foster a love for reading and inquiry. Programming fosters creativity, innovation, play, building and experimentation. Provides professional development on a regular basis.</p>	<p>Library Media Specialist...</p> <p>Instruction: all of proficient and as a teacher and instructional specialist, the student is able to choose the learning style that suits them best.</p> <p>Important Administrative Connection</p> <p>...and Administrator</p> <p>encourages the LMS to attend personal professional development offered by the OLMS. Provides collaborative opportunities and opportunities to provide professional development to staff. Creates schedule to include the LMS in leadership meetings.</p>

3.3 Instruction: Demonstrates ability to effectively share assessment criteria, monitor student learning, and provide feedback to students. Provides students with opportunities of self-assessment.

Program: Demonstrates ability to use assessment of school library media program to better meet professional goals of the school and district.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: Plans instruction that does not appear to be connected to standards or assessment of student learning. Students are confused about the criteria expected of them to complete their work effectively. LMS rarely provides feedback or provides feedback that is mostly behavioral and not instructional.</p> <p>Program: LMS does not assess the library program effectively. New purchases are not aligned with the needs of the school and the collection and resources are not weeded.</p>	<p>Library Media Specialist...</p> <p>Instruction: Plans instruction based upon standards, not data and assesses the results of learning. Students understand criteria and performance standards by which they will be evaluated and may have contributed to the development of the criteria. LMS provides feedback.</p> <p>Program: LMS understands the importance of assessing the program in order to make new purchases, and weed the collection of resources and equipment. However, this process may not occur often enough to make a strong difference in developing the library program.</p>	<p>Library Media Specialist...</p> <p>Instruction: Plans instruction based upon pre-assessment data, when possible, and assesses the results of learning. Students understand criteria and performance standards by which they will be evaluated and may have contributed to the development of the criteria. LMS provides feedback.</p> <p>Program: LMS regularly assesses the program, makes new purchases, and weeds the collection of resources and equipment to keep holdings current to meet the needs of the curriculum, school and district.</p>	<p>Library Media Specialist...</p> <p>Instruction: All of proficient, and has data that shows evidence of the LMS's impact on student growth. Students provide input in the creation of assessments.</p> <p>Program: Is viewed by the school as an instructional leader, serves on committees that use data to understand the needs of the students.</p> <p>Important Administrative Connection ...and Administrator Provides LMS with instructional schedule that allows for teaching dynamic integrated lessons and time to assess students. Encourages LMS to attend professional development.</p>

3.4 Instruction: Demonstrates ability to make lesson adjustments, building on student interests, and is persistent in seeking effective approaches. Manages instructional groups, transitions, materials, and allows for student responsibility during the lesson.

Program: Demonstrates ability to continually adjust the library media program in response to needs and suggestions of students, teachers, parents and administrators.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: LMS rarely reflects on the effectiveness of instructional strategies and appears to have little knowledge about effective strategies.</p> <p>Program: LMS maintains the same program yearly with no modifications or changes when some would benefit the staff and students. There is no Yearly Action Plan. LMS does not complete reports or completes them after due dates. Information obtained within reports are not shared with the principal.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS sometimes reflects during instructional delivery and modifies, repeats, and adjusts delivery or content for student success. LMS occasionally varies instruction to reach all learners.</p> <p>Program: LMS rarely adjusts the library media program by surveying students, staff, administration and community to learn needs. Yearly goals are not created, action items, benchmarks are identified through the creation of a Yearly Action Plan. LMS sends reports, usage statistics, and data to administration electronically but does not explain the impact of the program</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS checks for understanding during instructional delivery and modifies, repeats, and adjusts delivery or content for student success. LMS varies instruction to reach all learners.</p> <p>Program: LMS adjusts and improves the library media program by surveying students, staff, administration and community to learn needs. Yearly goals are created, action items, benchmarks are identified through the creation of a Yearly Action Plan. LMS presents timely and relevant reports, usage statistics, and data to administration to show impact of the program.</p>	<p>Library Media Specialist...</p> <p>all of proficient and LMS takes leadership role in exploring and implementing best practices in curriculum aligned differentiated instruction.</p> <p>Important Administrative Connection</p> <p>...and Administrator Provides time or opportunity for LMS to share the Yearly Action Plan with administration and/or staff. Supports the role of the LMS and library program by working with the LMS to create a Yearly Action Plan to promote the role of the LMS and library program.</p>

Standard 4: Instructional Professionalism and Professionalism of the Library media specialist

Rating
Standards:
Instruction
Professionalism
and
Professionalism of
the Library media
specialist

As a leader, the library media specialist creates an environment in which collaboration and creative problem solving thrive. The library media specialist influences staff and students to embrace a growth mindset by demonstrating lifelong learning in practice. Library media specialists are instructional leaders and model professional learning networks, and guide staff for personal and professional development. The library media specialist provides 21st century skills and digital literacy coaching and instruction throughout the school. The library media specialist participates in and coordinates professional learning at the local, state, and national level, when possible. Library media specialist provides diverse, equitable, current 24/7-access to technology and resources for a diverse group of learners. The school library is a program within the school that requires behind-the-scenes daily operations in order to help students and staff thrive. School library management includes managing space, students, resources, and schedules providing fair access to information.

4.1 Instruction: Demonstrates ability to reflect on teaching practice.

Program: Demonstrates ability to reflect on program goals.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: LMS rarely reflects on effectiveness of instructional strategies and continues to misalign strategies during instruction.</p> <p>Program: LMS rarely reflects on the effectiveness of the library program. LMS is not or rarely contacted by colleagues for assistance within the school.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS sometimes reflects on the effectiveness of instructional strategies to ensure rigor and critical thinking.</p> <p>Program: LMS sometimes reflects on effectiveness of services, resources and facilities to ensure they are meeting the goals of the school library program. LMS sets goals for program improvement. LMS is known as a resource in the school.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS is often reflecting on the effectiveness of instructional strategies to ensure rigor and critical thinking.</p> <p>Program: LMS often reflects on effectiveness of services, resources and facilities to ensure they are meeting the goals of the school library program. LMS sets goals for program improvement. LMS is viewed as a vital resource.</p>	<p>Library Media Specialist...</p> <p>all of proficient and uses results of reflection to go to professional development activities within and outside of the school.</p> <p>Program: Shares professional development resources with staff through the use of technology. Important Administrative Connection</p> <p>...and Administrator Encourages LMS to attend professional development activities. Meets with LMS to discuss the effectiveness of the school library program.</p>

4.2 Instruction: Demonstrates ability to create recording system for student work to share with data teams, administration, and/or classroom teachers for grades.
Program: Demonstrates ability to prepare requisitions and budgets. Inventories, quarterly reports and state reports and submitted on time.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: LMS does not create a recording system. LMS does not use formative or summative assessments.</p> <p>Program: LMS cannot articulate how specific building level programs have been supported and cannot demonstrate involvement or efficacy.</p> <p>Does not manage financial responsibilities. All inventories and reports are</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS is aware but inconsistent with creating a recording system in order to annotate and use formative and summative assessments, as necessary. This data is rarely shared with staff and administration and/or classroom teacher.</p> <p>Program: LMS is aware but inconsistent in using data to answer the needs of students, staff and administration. LMS can</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS is consistent and creates a recording system in order to annotate and use formative and summative assessments, as necessary. This data is shared with staff and administration and/or classroom teacher.</p> <p>Program: LMS is consistent and uses data to answer the needs of students, staff and administration. LMS can articulate how specific building level programs have been supported and can demonstrate</p>	<p>Library Media Specialist...</p> <p>Instruction: all of proficient and LMS helps analyze student achievement data and collaborates with teachers to create authentic assessments that include 21st century skills. LMS uses rubrics and sets expectations for the desired outcomes of the finished product including the process used to achieve that outcome. Formative assessment is used to evaluate student understanding of the skills taught.</p> <p>Important Administrative Connection</p>

either not completed, not accurate or not submitted.	sometimes articulate how specific building level programs have been supported and can demonstrate involvement and efficacy. Manages financial allocations successfully. All inventories and reports are accurate and submitted on time.	involvement and efficacy. Manages financial allocations successfully and anticipates needs. All inventories and reports are accurate and submitted on time.	...and Administrator Encourages and provides time for LMS to collaborate with classroom teachers in order to create authentic assessments connected to classroom instruction. Reads reports prepared by the LMS and provides time to discuss them.
--	---	---	--

4.3 Instruction: Demonstrates ability to share information about instructional programs, individual students, and can engage families in the instructional program.
Program: Demonstrates ability to reach out to parents and the greater community to communicate goals, successes or needs of the school library coordinating efforts for mutual benefit. The school views the library media specialist as an instructional leader who participates in a variety of school-aligned instruction and/or educational technology and 21st century professional development opportunities.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: LMS does not communicate with school staff or the community about students or instructional program.</p> <p>Program: LMS does not perform to support community reading efforts.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS understands that communicating with the school staff and community to keep them informed about individual students, overall student achievement, and instructional programs is important.</p> <p>Program:</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS communicates with the school staff and community to keep them informed about individual students, overall student achievement, and instructional programs.</p> <p>Program: LMS supports community reading efforts, and seeks to</p>	<p>Library Media Specialist...</p> <p>Instruction: all of proficient and designs and promotes effective communication to staff and community about instructional programs and individual student's success.</p> <p>Program: LMS designs and develops community reading efforts and partners with community groups. LMS has a wide</p>

	<p>LMS understands the importance of community reading efforts, and sometimes seeks to partner with community groups. LMS networks with the school.</p>	<p>partner with community groups. LMS networks with district and regional colleagues to strengthen literacy programs.</p>	<p>network of colleagues beyond the district to strengthen literacy programs.</p> <p>Important Administrative Connection</p> <p>...and Administrator Supports the school library program instructionally, shares in the collaboration between staff and the LMS and supports LMS led instructional programs and professional development as written in the collaboratively written action plan.</p>
--	---	---	---

<p>4.4 Instruction: Demonstrates ability to build cooperation amongst staff assuming leadership roles. Program: Demonstrates ability to make a contribution to the school, district, and virtually to connect to professional learning community to support the program goals of the library, school and district.</p>			
Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: LMS's relationships with colleagues are frequently negative.</p> <p>Program: LMS avoids or refused to be involved in school and district events and projects</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS participates in professional activities when convenient. LMS accepts with some reluctance feedback of performance from supervisors and professional colleagues. LMS contributes to the profession in a limited way.</p> <p>Program: LMS rarely contributes to staff development.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS contributes to the school and district by voluntarily participating in school events, serving on school and district committees. Support and cooperation characterize relationships with colleagues. LMS takes pro-active role in promoting information resources for instruction.</p> <p>Program: LMS utilizes community resources when appropriate to make real world connections. LMS supports decision making process within the building and District. LMS using a professional learning community, communicates to staff and community. LMS is usually reaching out to the larger community regarding resources and services and establishing contacts with outside agencies, coordinating for mutual benefit.</p>	<p>Library Media Specialist...</p> <p>all of proficient and LMS is recognized as a building leader, information specialist, instructional consultant, program administrator and leader. LMS's expertise is sought after within the school.</p> <p>Program: LMS shares contributions for school and district virtually to a professional learning community beyond the district.</p> <p>Important Administrative Connection ...and Administrator supports the LMS and library program by providing technology within the library as required within classrooms at the school. Provides the LMS with leadership opportunities, as required. Supports the LMS with professional learning and discusses the action plan with regard to programming, professional development and innovative technology integration.</p>

4.5 Instruction: Demonstrates ability to enhance content knowledge, pedagogical skills, instructional technology skills, and is receptive to feedback from colleagues and contributes to professional work.
Program: Provides school based workshops and professional development for staff, administrators and larger audiences within the county, state or nation, as is possible.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: LMS makes no attempt to go beyond what is required for maintaining certification. LMS resists feedback. LMS makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Program: LMS does not maintain strong personal professional development goals and therefore cannot provide professional development to the staff.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS participates in professional development activities when convenient. LMS accepts feedback from both supervisors and colleagues with some reluctance and participates to the profession in a limited manner.</p> <p>Program: LMS rarely provides professional development.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS seeks out opportunities for professional development. LMS welcomes feedback from both supervisors and colleagues and participates actively in assisting other educators.</p> <p>Program: Provides leadership in staff development. LMS plays a role in EMAPGC, MASL, or AASL and participates in other professional or educational organizations.</p>	<p>Library Media Specialist...</p> <p>Instruction: all of proficient and LMS shares professional readings, membership opportunities, conference information, or action research results with the staff and administration. LMS initiates important activities such as teacher workshops, writing articles, and making presentations to contribute to the profession on a district, state or national level.</p> <p>Program: LMS provides proactive leadership in staff development. LMS may play a leadership role in EMAPGC, MASL, or AASL or other educational organizations.</p> <p>Important Administrative Connection</p> <p>...and Administrator Supports the professional development of the LMS. Supports the LMS by providing opportunities to provide professional development.</p>

4.6 Instruction: Demonstrates integrity, ethical conduct, service to students, advocacy, decision making, and compliance with school and district regulations.

Program: Shares importance of ethical use of information with students, colleagues, and administration of the school.

Unsatisfactory	Basic	Proficient	Distinguished
<p>Library Media Specialist...</p> <p>Instruction: LMS does not teach the ethical use of information and multimedia.</p> <p>Program: LMS does not adhere to the professional ethics of librarianship.</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS sometimes teaches the ethical use of information and multimedia and sometimes teaches students to: cite sources, avoid plagiarism, seek multiple perspectives, assess online resources for validity, accuracy, and timeliness.</p> <p>Program: LMS is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights, and the American Library Association of Code of Ethics. (See addendums)</p>	<p>Library Media Specialist...</p> <p>Instruction: LMS teaches ethical use of information and multimedia. Teaches students to: cite sources, avoid plagiarism, seek multiple perspectives, assess online resources for validity, accuracy, and timeliness.</p> <p>Program: LMS upholds high standards for ethical use of information and technology fostering digital citizenship awareness in the school and community. LMS defends the principles of the Library Bill of Rights, and the American Library Association's Code of Ethics. (See addendums)</p>	<p>Library Media Specialist...</p> <p>Instruction: all of proficient and LMS provides instruction to both staff and students on the ethical use of information and multimedia.</p> <p>Program: LMS is seen as the information specialist in the school and is sought out when questions about the ethical use of information and multimedia are needed.</p> <p>Important Administrative Connection</p> <p>...and Administrator Seeks out the LMS for guidance about the ethical use of information and multimedia, as required.</p>

