



SAD 55 TEPG Rubric for Library Media Specialists



Domain 1. Planning and Preparation

- **Standard Indicator 1a.** Demonstrating knowledge of literature and current trends in library media practice and information technology.
- **Standard Indicator 1b.** Demonstrating knowledge of the schools' programs and student information needs with those programs.
- **Standard Indicator 1c.** Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources.

Domain 2. The Environment

- **Standard Indicator 2a.** Establishing and maintaining library media procedures.
- **Standard Indicator 2b.** Supervising library media educational technicians.
- **Standard Indicator 2c.** Managing student behavior.

Domain 3. Delivery of Service

- **Standard Indicator 3a.** Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations.
- **Standard Indicator 3b.** Collaborating with teachers in the design of instructional units and lessons.
- **Standard Indicator 3c.** Engaging students in enjoying literature and in learning informational skills.

Core Proposition 4. Teachers think systematically about their practice and learn from experience

- **Standard Indicator 4.1. Reflective Practice.** The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about adjustments in practice and goals for professional growth.
- **Standard Indicator 4.2. Continuous Professional Growth.** The teacher uses research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

Core Proposition 5. Teachers are members of learning communities

- **Standard Indicator 5.1. Professional Collaboration.** The teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.
- **Standard Indicator 5.2. Engagement With Caregivers and Community.** The teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

Danielson Domain 1: Planning and Preparation

Standard Indicator 1a. Demonstrating knowledge of literature and current trends in library media practice and information technology

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Library media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.</i>	<i>Library media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.</i>	<i>Library media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.</i>	<i>Drawing on extensive professional resources, library media specialist demonstrates rich understanding of literature and of current trends in informational technology.</i>

Standard Indicator 1b. Demonstrating knowledge of the school's program and student information needs within that program

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Library media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.</i>	<i>Library media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.</i>	<i>Library media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.</i>	<i>Library media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.</i>

Standard Indicator 1c. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Library media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</i>	<i>Library media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</i>	<i>Library media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</i>	<i>Library media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</i>

Danielson Domain 2: The Environment

Standard Indicator 2a. Establishing and maintaining library procedures			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Library media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion.</i>	<i>Library media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically.</i>	<i>Library media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly.</i>	<i>Library media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation with students assuming considerable responsibility for their smooth operation.</i>

Standard Indicator 2b. Supervising library media educational technicians			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Library media educational technicians are confused as to their role. Library media specialist does not monitor library media educational technicians' activities.</i>	<i>Efforts to establish guidelines for library educational technicians are partially successful. Library media specialist monitor educational technicians' activities sporadically.</i>	<i>Library media specialist has established guidelines for delegated duties and monitors library media educational technicians' activities.</i>	<i>Library media educational technicians work independently and contribute to the success of the library media center indicating clear guidelines for their work. Library media specialist's supervision is subtle and professional.</i>

Standard Indicator 2c. Managing student behavior			
1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</i>	<i>It appears that the library media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.</i>	<i>Standards of conduct appear to be clear to students, and the library media specialist monitors student behavior against those standards. Library media specialist's response to student misbehavior is appropriate and respectful to students.</i>	<i>Standards of conduct are clear, with evidence of student participation in setting them. Library media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</i>

Danielson Domain 3: Delivery of Service

Standard Indicator 3a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Library media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.</i>	<i>Library media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.</i>	<i>Library media specialist adheres to the district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.</i>	<i>Library media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.</i>

Standard Indicator 3b. Collaborating with teachers in the design of instructional units and lessons

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Library media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.</i>	<i>Library media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.</i>	<i>Library media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.</i>	<i>Library media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.</i>

Standard Indicator 3c. Engaging students in enjoying literature and in learning informational skills

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<i>Students are not engaged in enjoying literature and in learning informational skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</i>	<i>Only some students are engaged in enjoying literature and in learning informational skills due to uneven design of activities, grouping strategies, or partially appropriate materials.</i>	<i>Students are engaged in enjoying literature and in learning informational skills because of effective design of activities, grouping strategies, and appropriate materials.</i>	<i>Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.</i>

NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.

Standard Indicator 4.1. Reflective Practice

The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher creates professional goals without analyzing evidence or develops standalone goals.</i></p> <p>OR</p> <p><i>Teacher does not set a goal.</i></p>	<p><i>Teacher uses little data to set goals and periodically reflect on practice.</i></p>	<p><i>Teacher systematically uses multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.</i></p>	<p><i>Teacher deeply analyzes and strategically selects multiple sources of evidence to set goals and continually reflect on practice and its impact on student learning.</i></p>

Standard Indicator 4.2. Continuous Professional Growth

The teacher uses current research-based resources, ongoing feedback from others, and professional learning opportunities to accomplish professional growth.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not refer to current research-based resources or use feedback from others to inform professional growth.</i></p> <p><i>Teacher does not actively participate in professional learning opportunities.</i></p>	<p><i>Teacher uses some available research-based resources or feedback when provided but does not seek out such resources on his or her own.</i></p> <p><i>Teacher attempts to apply the knowledge and skills gained from professional learning to his or her practice, but positive impact on student learning is inconsistent or not evident.</i></p>	<p><i>Teacher seeks out and accesses a variety of current research-based resources, feedback from others, and professional learning opportunities.</i></p> <p><i>Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.</i></p>	<p><i>Teacher seeks out and accesses relevant research-based resources and feedback from others and designs and implements professional learning opportunities to support his or her professional growth.</i></p> <p><i>Teacher consistently applies knowledge and skills gained from professional learning to his or her practice in ways that positively affect student learning.</i></p>

NBPTS Core Proposition 5. Teachers are members of learning communities.

Standard Indicator 5.1. Professional Collaboration

Teacher contributes to school effectiveness by collaborating with other professionals on activities that contribute to school improvement and student learning

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not actively participate in collaborative activities.</i></p>	<p><i>When invited or required to attend, teacher actively participates in collaborative professional learning activities that contribute to school improvement or student learning.</i></p>	<p><i>Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.</i></p>	<p><i>Teacher engages positively in, and initiates, collaborative professional learning activities that contribute to school improvement and student learning.</i></p> <p><i>Teacher assumes proactive and creative leadership roles within and outside his or her learning community.</i></p>

Standard Indicator 5.2. Engagement With Caregivers and Community

Teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.

1, Ineffective	2, Developing	3, Effective	4, Distinguished
<p><i>Teacher does not communicate with students' caregivers.</i></p> <p><i>Teacher does not identify or utilize community resources.</i></p>	<p><i>Teacher uses one-way communication to inform caregivers of students' progress.</i></p> <p><i>Teacher utilizes community resources, when provided, to enhance student learning and well-being.</i></p>	<p><i>Teacher uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.</i></p> <p><i>Teacher seeks out and builds ongoing connections with community resources and utilizes them to enhance student learning and well-being.</i></p>	<p><i>Teacher persistently uses multiple modes of communication to inform caregivers of students' progress, elicit information about learners, and enlist caregiver support in fostering learning and good habits.</i></p> <p><i>Teacher seeks out additional modes of communication in an attempt to engage all caregivers.</i></p> <p><i>Teacher builds ongoing connections to community resources to enhance student learning and well-being that extend beyond his or her classroom and student population.</i></p> <p><i>Teacher advocates in the school and community to meet the needs of learners and their families.</i></p>