RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Library Media Specialist
Professional Practice Rubric
and Evaluation Summary

I. PLANNING AND PREPARATION FOR LEARNING

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. **Knowledge**	Is an expert in library and information technology; demonstrates a rich understanding of literature and in child development as it relates to how students learn.	Demonstrates thorough knowledge of current trends in library and information technology and literature and has a good grasp of child development as it relates to how students learn.	Is somewhat familiar with library and information technology, has limited knowledge of literature and/or has a few ideas about how students learn.	Has little familiarity with library and information technology or literature or with how students learn.
b. **Assessments**	Prepares diagnostic, formative, and summative assessments to monitor student learning.	Plans formative and summative assessments to measure student learning.	Creates unit assessment only as instruction proceeds.	Drafts final assessments shortly before they are given.
c. **Anticipation**	Anticipates misconceptions students are likely to face and plans how to overcome them.	Anticipates misconceptions and confusion students are likely to face.	Considers one or two ways students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
d. **Lessons**	Designs lessons with clear, measurable goals closely aligned with curriculum frameworks, information technology, library and classroom teacher's unit goals, and state and district standards.	Designs lessons focused on measurable outcomes aligned with curriculum frameworks, information technology, library and classroom teacher's unit goals and state standards.	Designs lessons with unit goals in mind.	Does not plan lessons, or designs lessons aimed primarily at entertaining students or filling time.
e. **Engagement**	Designs highly relevant, varied lessons that orchestrate student ownership for mastering content.	Designs relevant lessons that promote student ownership of content.	Plans lessons that may engage some student interest but may not support student investment in content.	Plans lessons with little likelihood of engaging or involving students.
f. **Organizing Learning**	Designs lessons that incorporate an appropriate mix of highly effective, diverse learning strategies and materials including technology.	Designs lessons that use an effective, diverse mix of learning strategies and materials including technology.	Plans lessons that involve an inconsistent mix of effective and ineffective learning strategies and materials including technology.	Plans lessons that rely mainly on ineffective learning strategies and materials including technology.
g. **Differentiation**	Designs lessons that consider all student learning needs, styles, and interests.	Designs lessons that consider most student learning needs, styles, and interests.	Designs lessons that only consider some student learning needs, styles, or interests.	Designs lessons that do not consider student learning needs, styles, or interests.

Overall rating: _____   Comments:

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II. LIBRARY BEHAVIOR MANAGEMENT

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. **Learning Expectations**	Is direct, specific, consistent and tenacious in communicating and implementing high expectations for student behavior both in and out of the classroom.	Clearly communicates and consistently implements expectations for student behavior.	Announces and posts classroom rules and consequences but does not consistently enforce them.	Comes up with ad hoc rules and consequences as events unfold; rules are not consistently enforced.
b. **Relationships**	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
c. **Climate**	Creates a safe climate that fosters self- and peer monitoring in which disruption of learning is not tolerated.	Refuses to tolerate disruption and encourages student monitoring.	Attempts to create a productive learning environment, but there are regular disruptions in the library.	Does not create a productive learning environment; the library is frequently chaotic and sometimes dangerous.
d. **Social-emotional**	Successfully develops social-emotional skills to support positive interactions among students.	Fosters positive interactions among students and teaches useful social-emotional skills.	Attempts to foster interactions among students and to teach social skills with minimal success.	Does not attempt to foster interactions among students or teach social skills.
e. **Routines**	Successfully implements library routines so that students internalize them over the course of the year.	Teaches library routines so that students increasingly maintain them throughout the year.	Tries to teach students library routines, but many of the routines are not maintained throughout the year.	Does not teach library routines and instead is constantly prompting students.
f. **Student Responsibility**	Successfully develops students' self-discipline and sense of responsibility for their actions.	Holds students responsible for their actions and encourages a sense of accountability.	Tries but may be unsuccessful in getting students to be responsible for their actions.	Is unsuccessful in fostering students' self discipline and sense of responsibility for their actions.
g. **Discipline Repertoire**	Has highly varied discipline repertoire and implements strategies appropriately and effectively.	Has a repertoire of discipline "moves" and implements them as needed.	Has a limited disciplinary repertoire and may struggle with implementation.	Has few discipline "moves" and constantly struggles with implementation.
h. **Efficiency**	Maximizes academic learning time through coherence, lesson momentum and smooth transitions.	Effectively uses academic learning time through clear instruction and transitions.	Sometimes loses teaching time due to lack of clarity, interruptions and/or inefficient transitions.	Loses instructional time because of confusion, interruptions and poorly executed transitions.

i. **Environment**	Maximizes room arrangement and displays evidence of student learning to enhance unit, lesson and learning goals.	Organizes room and displays evidence of student learning to support unit, lesson and learning goals.	Somewhat organized room, but without considering unit, lesson or learning goals, or displays do not relate to student learning.	Has little or no organization of the room, and displays do not relate to student learning.

Overall rating: _____   Comments:

III. DELIVERY OF INSTRUCTION

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. Learning Expectations	Conveys high learning expectations and convinces all students they will master the material.	Sets high learning expectations and encourages students to master the material.	Sets minimal expectations for learning and tells students they need to work hard.	Has no learning expectations and gives up on some students.
b. Effort-Based	Encourages students to be risk-takers, learn from their mistakes and believe that through effective effort, they will improve their skills and knowledge.	Guides students to learn from their mistakes and believe that through effective effort, they will improve their skills and knowledge.	Corrects students when they make mistakes but does not guide learning from errors.	Does not see mistakes as a learning tool; students do not feel comfortable taking risks.
c. Framing	Uses essential questions, goals, lesson objectives, exemplars and other strategies to give students a clear sense of purpose.	Communicates lesson objectives to give students a clear sense of purpose.	Attempts to communicate the main learning objective of each lesson plan to students.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Makes meaningful connections to students' prior knowledge, experiences and readings.	Activates students' prior knowledge, experiences and readings.	Attempts to activate students' prior knowledge, experiences and/or readings.	Does not activate students' prior knowledge, experiences or readings.
e. Clarity	Presents material thoroughly but succinctly, using relevant and engaging examples.	Uses clear explanations and accurate examples to present material.	Attempts to provide explanations and/or examples, but presentation of some material is confusing, unclear or inaccurate.	Does not explain material or provide examples.
f. Nimbleness	Deftly adapts lessons to exploit teachable moments and correct misunderstandings; makes skillful and diverse adjustments to address all students' learning styles and needs.	Is flexible about modifying lessons to take advantage of teachable moments and correct misunderstandings; makes adjustments to address students' learning styles and needs.	Is focused on implementing lesson plans and sometimes misses teachable moments and/or opportunities to make adjustments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments; does not make adjustments.
g. Closure	Consistently facilitates appropriate summary, reflection and application to real-life situations at the end of each lesson.	Sometimes provides opportunities for summary, reflection and/or application to real life situations at the end of the lesson.	Rarely asks students to summarize or think about real-life applications for what they are studying at the end of the lesson.	Moves on at the end of each lesson without having students summarize or internalize.

h. **Technology Use**	Is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.	Initiates sessions to assist students and teachers in the use of technology in the library/media center.	Assists students and teachers in the use of technology in the library/media center when asked to do so.	Declines to assist students and teachers in the use of technology in the library/media center even when asked.

Overall rating: _____   Comments:

IV. COLLABORATION AND OUTREACH

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. **Respect**	Communicates respectfully and proactively with parents; is sensitive to diverse family and community values and beliefs.	Communicates respectfully with parents; is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to family and community values and beliefs.	Is insensitive to family and community values and beliefs.
b. **Support**	Frequently informs parents about how to appropriately support and enrich the curriculum at home.	Informs parents about how to support the curriculum at home.	Occasionally informs parents about how to help students at home.	Does not communicate with parents about how to help students at home.
c. **Responsiveness**	Deals immediately and successfully with parent concerns and makes parents feel welcome.	Responds successfully to parent concerns and makes parents feel welcome.	Is slow to respond to some parent concerns and sometimes makes parents feel unwelcome.	Does not respond to parent concerns and makes parents feel unwelcome.
d. **Collaboration**	Participates in ongoing meetings with colleagues and other specialists to plan units, share best practices and analyze assessments.	Meets frequently with colleagues to plan units, share best practices and examine assessments.	Meets occasionally with colleagues to share ideas about teaching and student work.	Rarely meets with colleagues, and/or conversations lack educational substance
e. **Alignment**	Has a clearly articulated plan for the year that is tightly aligned with state and district standards and assessments; addresses all levels of thinking.	Plans the year so students will meet state and district standards and assessments; considers different levels of thinking.	Plans lesson by lesson and has little familiarity with state standards and assessments.	Plans lessons in the moment with no familiarity with state standards and assessments.
f. **Data Analysis & Reflection**	Collaborates with colleagues and specialists to analyze formative and summative assessment data, draw conclusions about best practices and inform instruction.	Works with colleagues to reflect on formative and summative assessment data and inform instruction.	Reflects on summative assessment data, but does not make adjustments to instruction.	Does not use data to inform instruction.

g. Flexibility	Continually seeks ways to improve the library/media program and makes changes as needed in response to student, parent and teacher feedback.	Makes revisions to the library/media program when needed.	Makes modest changes in the library/media program when confronted with the need for change.	Adheres to the current library/media program even in spite of evidence of its inadequacy.
h. Expectations	Enthusiastically participates in development and execution of department goals.	Participates in development and execution of department goals.	Half-heartedly participates in development and execution of department goals.	Does not participate in development and/or execution of department goals.
i. Communication	Is effective in communicating and advocating for the department and its goals with school administration.	Communicates department goals to school administration.	Is ineffective in communicating department goals to school administration.	Does not communicate department goals to school administration.
j. Public Relations	Frequently and regularly publicizes library materials and activities in a variety of ways.	Often publicizes library materials and activities in a variety of ways.	Occasionally publicizes library materials and activities.	Never publicizes library materials and activities.

Overall rating: _____   Comments:

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V. FACILITY MANAGEMENT

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. **Goal setting**	Develops goals for the media program that are clear and appropriate to the situation in the school and aligned with the school goals, in collaboration with the director, the principal and colleagues.	Develops goals for the media program that are clear and appropriate to the situation in the school and to the age of the students.	Develops goals for the media program that are rudimentary and are partially suitable to the situation in the school and to the age of the students.	Has not developed goals for the media program; or, goals that have been developed are inappropriate either to the situation in the school or to the age of the students.
b. **Knowledge of library resources**	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.	Is fully aware of resources available for students and teachers in the school, district and larger community to advance program goals.	Demonstrates basic knowledge of resources available for students and teachers in the school, district and larger community to support program goals.	Demonstrates little or no knowledge of resources available for students and the school, district and larger community.
c. **Program planning**	Has a highly coherent plan that takes into account the competing demands of scheduled time in the library; consultative and collaborative work with teachers; work in maintaining and extending the collection.	Has a well-designed plan to support both teachers and students in their information needs.	Has a plan with guiding principles and with a number of worthwhile activities, but some of them don't fit with the broader goals.	Does not have a plan. Uses a random collection of unrelated activities lacking coherence or overall structure.
d. **Program evaluation**	Has developed a highly sophisticated evaluation plan supported by imaginative sources of evidence with a clear path towards improving the program on an ongoing basis.	Has developed a clear, organized evaluation plan supported by evidence to indicate the degree to which the goals have been met.	Has developed a rudimentary evaluation plan without supporting evidence that lacks clear goals or suggestions for improvement.	Has not developed an evaluation plan or resists suggestion that such an evaluation is important.
e. **Technology**	Actively pursues acquisition of cutting-edge technology and ensures that it incorporates seamlessly into library programs and	Facilitates access to cutting-edge technology and ensures that it supports library programs and services.	Uses existing technology and troubleshoots when necessary.	Uses technology only when necessary to operate the circulation system.

	services.			

f. **Materials selection**	Maintains up-to-date consideration file; selects materials for the collection thoughtfully from approved library review media and in consultation with teaching colleagues; periodically purges the collection of outdated materials. Collection is balanced among different areas.	Collection is highly balanced among different areas. Has consideration file; usually selects material from reliable reviews; adheres to district or professional guidelines in selecting materials for the collection; periodically purges the collection of outdated materials.	Is inconsistent in using consideration file; occasionally reads reviews; attempts to adhere to district or professional guidelines in selecting materials; occasionally discards old books.	Collection is not well balanced. Fails to adhere to district or professional guidelines in selecting materials; does not purge the collection of outdated material. Collection is unbalanced.
g. **Budgeting**	Anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	Inventories and reports are submitted on time. Honors teacher requests when preparing requisitions and budgets and follows established procedures.	Is partially successful in efforts to prepare a budget, sometimes responds to teacher requests and follows procedures. Inventories and reports are sometimes submitted on time.	Ignores teacher requests when preparing requisitions and budget, or does not follow established procedures. Inventories and reports are routinely late.
h. **Humans resources**	Successfully enlists volunteers and extra resources from families and the community.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks families to volunteer and contribute extra resources.	Does not reach out for extra support from families or the community.
i. **Space organization**	Makes highly effective use of the physical environment given, resulting in clear signage, excellent traffic flow, attractive and inviting book displays and adequate space devoted to work areas and computer use.	Makes effective use of the physical environment, resulting in clear signage, good traffic flow and adequate space devoted to work areas and computer use.	Efforts to make use of the physical environment are uneven, resulting in occasional confusion.	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.

j. **Library processing**	Places orders efficiently from approved vendors to maximize discounts, expeditiously processes materials when received and makes them available for use quickly.	Places orders from approved vendors to obtain discounts, processes materials and makes them available for use in a timely manner.	Sometimes orders from approved vendors, but does not always maximize funds use; processes materials haphazardly, delaying their use.	Generates orders at the last minute to expend funds; does not process materials received until prodded by a specific need.

Overall rating: _____   Comments:

VI. PROFESSIONAL RESPONSIBILITIES

Library Media Specialist:	4 **Highly Effective**	3 **Effective**	2 **Improvement Needed**	1 **Does Not Meet Standard**
a. **Reliability**	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
b. **Professionalism**	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
c. **Judgment**	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
d. **Contributions**	Frequently contributes valuable ideas and expertise to teacher teams, meetings and committees to further the school and district's mission.	Contributes ideas and expertise to teacher teams, meetings and committees to support the school and district's mission.	Is reluctant to contribute to teams, meetings and committees, or contributions are minimally helpful.	Does not contribute to teacher teams, meetings or committees.
e. **Communication**	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
f. **Leadership**	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
g. **Professional Development**	Integrates best practices from supervisors, colleagues, workshops, readings and other sources.	Utilizes effective teaching ideas from supervisors, colleagues, workshops, readings and other sources.	Considers new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.
h. **Licensure**	Holds the necessary and current license, and has taken advanced graduate courses in areas of specialty relevant to licensure.	Holds the necessary and current license.	Holds waiver while working towards licensure.	Does not hold the necessary license or has allowed the license to expire.

Overall rating: _____   Comments:

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Evaluation Summary Page

Library Media Specialist's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I.   Planning and Preparation for Learning

Highly Effective   Effective   Improvement Needed   Does Not Meet Standards

II.   Library Behavior Management

Highly Effective   Effective   Improvement Needed   Does Not Meet Standards

III.   Delivery of Instruction

Highly Effective   Effective   Improvement Needed   Does Not Meet Standards

IV.   Collaboration and Outreach

Highly Effective   Effective   Improvement Needed   Does Not Meet Standards

V.   Facility Management

Highly Effective   Effective   Improvement Needed   Does Not Meet Standards

VI.   Professional Responsibilities

Highly Effective   Effective   Improvement Needed   Does Not Meet Standards

Professional Practice Overall Rating

   Highly Effective (4)   Effective (3)   Improvement Necessary (2)   Does Not Meet Standards (1)

Professional practice overall rating: _____

Evaluator's comments including goal progress:

Library Media Specialist comments:

Evaluator's Signature: _____ Date: _____

Library Media Specialist's Signature: _____ Date: _____

(The library media specialist's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)