COMPONENT LEVEL RUBRICS

Domain 1 for Library/Media Specialists: Planning and Preparation

Component	Ineffective	Developing	Skilled	Accomplished
Component 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little to no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrast4es thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrat3es rich understanding of literature and of current trends in information technology.
Component 1b: Demonstrating knowledge of school's program and patron information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of patrons' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of patrons' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of patrons' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of patrons for information technology within the school's academic program.
Component 1c: Establishing goals for the library/media program appropriate to the setting and the patrons served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the patrons.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the patrons.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the patrons.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with patrons and colleagues.
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and acquiring access to such resources digitally and through partnerships	Library/media specialist demonstrates little or no knowledge of resources available for patrons in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for patrons in the school, in other schools in the district and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for patrons in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resource available for patrons and actively seeks out new resources from a wide range of sources to enrich the school's program.
1e: Planning the library/media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support patrons in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library and consultative work with individual teachers. The plan is additionally coordinated and supported by the building administrator.
1f: Developing a plan to evaluate library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with varied sources of evidence and a clear path toward improving the program on an ongoing basis.

COMPONENT LEVEL RUBRICS

Domain 2 for Library/Media Specialists: The Environment				
Component	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
2a: **Creating an environment of respect and rapport**	Interactions, both between the library/media specialist and patrons and among patrons, are negative, inappropriate, or insensitive to patrons' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and patrons and among patrons, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among patrons.	Interactions, both between the library/media specialist and patrons and among patrons, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of patrons.	Interactions among the library/media specialist and patrons are highly respectful, reflecting genuine warmth and caring and sensitivity to patrons' cultures and levels of development.
2b: **Establishing a culture for investigation and love of literature**	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with patrons, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with patrons, conveys a sense of the essential nature of seeking information and reading literature.
2c: **Establishing and maintaining library procedures**	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. Library assistants are confused as to their role.	Media center routines are procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines are procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation. Library assistants work independently and contribute to the success of the media center.
2d: **Managing student behavior**	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.	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.	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.	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 as applicable.
2e: **Organizing physical space to enable smooth flow and flexible use for small and large groups and concurrent diverse activities such as independent reading, listening, and classroom instruction.**	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, inadequate space devoted to small and large group work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, and adequate space devoted to small and large group work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in excellent traffic flow, and adequate space devoted to small and large group work areas and computer use. In addition, book displays are attractive and inviting.

COMPONENT LEVEL RUBRICS

Domain 3 for Library/Media Specialists: Delivery of Service				
Component	**Ineffective**	**Developing**	**Skilled**	**Accomplished**
3a **Maintaining and extending the library collection in accordance with the school's needs and within budget limitations.**	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated materials. The collection is not developed based according to areas of need in the curriculum.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials and to weed the collection. The collection is developed according to areas of need in the curriculum.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. The collection is developed according to the areas of need in the curriculum.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated materials. The collection is developed according to the areas of need in the curriculum.
3b: **Collaborating with teachers in the design of instructional units and lessons**	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources and offers assistance to teachers to design lessons that require higher order thinking skills and to help advert plagiarism.
3c: **Engaging students in enjoying literature**	Students are not engaged in enjoying literature.	Only some students are engaged in enjoying literature.	Students are engaged in enjoying literature.	Students are highly engaged in enjoying literature and they are able to share their enthusiasm with others.
3d: **Assisting students to develop habits of effective independent reference work and to develop literacy in the use of reference materials.**	Students are not able to find references independently. They are not able to evaluate the authority of the source of information.	Students are able to find some references independently. They need support to evaluate the authority of a source of information.	Students are able to independently find resources and evaluate the authority of those information sources.	Students are able to find a variety of references independently and they are able to evaluate the authority of information source.
3e: **Assisting patrons in the use of technology**	Library/media specialist declines to assist patrons in the use of classroom and library/media center technologies.	Library/media specialist assists patrons in the use of classroom and library/media center technologies.	Library/media specialist initiates sessions to assist patrons in the use of classroom and library/media center technologies. Library/media specialist models the use of classroom and library/media center technologies.	Library/media specialist is proactive in initiating sessions to assist patrons in the use classroom and library/media center technologies. Library/media specialist models the use of classroom and library/media center technologies.
3f: **Demonstrating flexibility and responsiveness**	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

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Domain 4 for Library/Media Specialists: Professional Responsibilities

Component	Ineffective	Developing	Skilled	Accomplished
4a **Reflecting on practice**	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: **Preparing and submitting reports and budgets**	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are not complete and/or are late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist considers teacher requests when preparing requisitions and budges and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs, district priorities and initiatives, when preparing requisitions and budgets. Library/media specialist follows established procedures, and suggests improvements to those procedures. Inventories and reports and complete and submitted on time.
4c: **Communicating with the larger community**	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and outside agencies, to coordinate efforts and opportunities for mutual benefit.
4d: **Participating in a professional community**	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: **Engaging in professional development**	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing Professionalism**	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in encouraging adherence to copyright laws and the avoidance of plagiarism.