

School Librarian

1. Purposeful Planning Number of Indicators: 8

Dimension Description: School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

1.1. Indicator	Distinguished	-
Demonstrating knowledge of literature and current trends in library practice and information technology	Proficient	-
	Basic	-
	Unsatisfactory	-
1. Indicator Notes:		
Notes 1.1		
1. Extensive professional resources may include, but is not limited to, blogs, Twitter, Facebook or other social media, professional journals, conferences and webinars, professional contacts with authors or other library professionals.		
2. Current trends – librarian is aware of changes in library practice and is actively pursuing, implementing or further investigating these changes to see the benefit for the library.		
1.2. Indicator	Distinguished	-
Establishing and successfully implementing goals for the school library program appropriate to the setting and the students served	Proficient	-
	Basic	-
	Unsatisfactory	-
2. Indicator Notes:		
Notes 1.2		
1. Goals may be shared verbally or written; however, it is important that the goal be shared with the learning community. This may include staff, students, administrators or community members.		
1.3. Indicator	Distinguished	-
Demonstrating knowledge of resources, both within and beyond the school and district	Proficient	-
	Basic	-
	Unsatisfactory	-

1. Purposeful Planning Number of Indicators: 8

Dimension Description: School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

3. Indicator Notes:

Notes 1.3

1. This competency refers to knowledge of the library collection and finding information for staff and students. The evidence may include, but is not limited to, the school library book collection, using interlibrary loan, internet sources, database sources, or the use of the public library collection. A highly effective librarian will use many of these resources to provide information for staff or students.

1.4. Indicator
Developing and implementing a plan to evaluate the library program

- Distinguished -
- Proficient -
- Basic -
- Unsatisfactory -

4. Indicator Notes:

Notes 1.4

1. Some sources of evidence may include student and staff surveys, assessment documents, and statistical data.

1.5. Indicator
Establishing a culture for investigation and love of literature

- Distinguished -
- Proficient -
- Basic -
- Unsatisfactory -

1.6. Indicator
Establishing and maintaining library procedures

- Distinguished -
- Proficient -
- Basic -
- Unsatisfactory -

1.7. Indicator
Organize physical space to enable smooth flow

- Distinguished -
- Proficient -
- Basic -
- Unsatisfactory -

1. Purposeful Planning Number of Indicators: 8

Dimension Description: School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

7. Indicator Notes:

Notes 1.7

- 1. Smooth flow is defined as students and staff being able to function within the library easily and independently based upon location of materials, signs, and seating.

1.8. Indicator
Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations

- Distinguished -
- Proficient -
- Basic -
- Unsatisfactory -

8. Indicator Notes:

Notes 1.8

- 1. The librarian will maintain the school's collection with many factors of the school's needs in mind. The librarian will support the curriculum and the school's academic needs, as well as the practice of reading (for enjoyment or for information). Additionally, this may include a digital collection.

2. Effective Instruction Number of Indicators: 9

Dimension Description: Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

2.1. Indicator Distinguished -
 Creating an environment Proficient -
 conducive to learning Basic -
 Unsatisfactory -

2.2. Indicator Distinguished -
 Demonstrate and Clearly Proficient -
 Communicate Content Knowledge Basic -
 to Students Unsatisfactory -

2. Indicator Notes:

2.2

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

2.3. Indicator Distinguished -
 Engage Students in Academic Proficient -
 Content Basic -
 Unsatisfactory -

3. Indicator Notes:

Notes 2.3

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc). It may also be effective to engage students via two or more strategies targeting the same modality.

2.4. Indicator Distinguished -

2. Effective Instruction

Number of Indicators: 9

Dimension Description: Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

Proficient	-
Basic	-
Unsatisfactory	-

4. Indicator Notes:

Notes 2.4

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
 - Checks for Understanding: thumbs up/down, cold-calling
 - Do Nows/Bell Ringers

Turn and Talk/Pair Share

- Guided or Independent Practice
- Exit Slips

2.5. Indicator	Distinguished	-
Modify Instruction as Needed	Proficient	-
	Basic	-
	Unsatisfactory	-
2.6. Indicator	Distinguished	-
Maximize Instructional Time	Proficient	-
	Basic	-
	Unsatisfactory	-
2.7. Indicator	Distinguished	-
Assisting students in the use of technology in the Media Center	Proficient	-
	Basic	-
	Unsatisfactory	-

2. Effective Instruction Number of Indicators: 9

Dimension Description: Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

7. Indicator Notes:

Notes 2.7

1. The overall indicator of success here is that operationally, the library runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

2.8. Indicator	Distinguished	-
Collaborating with teachers in the design of instructional units and lessons	Proficient	-
	Basic	-
	Unsatisfactory	-
2.9. Indicator	Distinguished	-
Engaging students in enjoying literature and in learning multiple literacy skills	Proficient	-
	Basic	-
	Unsatisfactory	-

3. Leadership Number of Indicators: 8

Dimension Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.1. Indicator Contribute to school culture	Distinguished Proficient Basic Unsatisfactory	- - - -
	1. Indicator Notes:	
	Notes 3.1	
	<ol style="list-style-type: none"> 1. An effective librarian participates in school events that make a substantial contribution above classroom expectations whereas a highly effective librarian additionally assumes a leadership role in at least one aspect of school life. 	
3.2. Indicator Collaborate with Peers	Distinguished Proficient Basic Unsatisfactory	- - - -
	2. Indicator Notes:	
	Notes 3.2	
	<ol style="list-style-type: none"> 1. The main purpose of collaboration with peers is to support the curriculum. 2. A highly effective librarian will seek out opportunities to collaborate, whereas an effective librarian may collaborate when asked. 3. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation whereas a highly effective librarian additionally takes initiatives in assuming leadership among the faculty. 	
3.3. Indicator Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Distinguished Proficient Basic Unsatisfactory	- - - -
3.4. Indicator Advocate for Student Success	Distinguished Proficient Basic	- - -

3. Leadership Number of Indicators: 8

Dimension Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

	Unsatisfactory	-
3.5. Indicator	Distinguished	-
Preparing and submitting reports and budgets	Proficient	-
	Basic	-
	Unsatisfactory	-
3.6. Indicator	Distinguished	-
Communicating with the larger community	Proficient	-
	Basic	-
	Unsatisfactory	-
3.7. Indicator	Distinguished	-
Participating in a professional community	Proficient	-
	Basic	-
	Unsatisfactory	-
3.8. Indicator	Distinguished	-
Seek professional skills and knowledge	Proficient	-
	Basic	-
	Unsatisfactory	-

8. Indicator Notes:

Notes 3.8

1. An effective librarian seeks and implements professional skills and knowledge whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.

4. Core Professionalism Number of Indicators: 4

Dimension Description: These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

4.1.	Distinguished	-
Indicator	Proficient	-
Attendance	Basic	-
	Unsatisfactory	-
	1. Indicator Notes:	
	*It should be left to the discretion of the corporation to define "unexcused absence" in this context.	
4.2.	Distinguished	-
Indicator	Proficient	-
On-Time	Basic	-
Arrival	Unsatisfactory	-
4.3.	Distinguished	-
Indicator	Proficient	-
Policies	Basic	-
and	Unsatisfactory	-
Procedures	Unsatisfactory	-
	3. Indicator Notes:	
	1. Complying with policies and procedures includes but is not limited to: Following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically e-mails or phone calls returned by within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc. will be important for consistency.	
4.4.	Distinguished	-
Indicator	Proficient	-
Respect	Basic	-
	Unsatisfactory	-

4. Core Professionalism

Number of Indicators: 4

Dimension Description: These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

4. Indicator Notes:

1. Demonstrating respect to students, parents and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.