

**LIBRARY MEDIA SPECIALIST
DOMAIN 1: Planning and Preparation**

COMPONENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of literature and current trends in library media practice	Library media specialist demonstrates little knowledge of literature and of current trends in practice.	Library media specialist demonstrates limited knowledge of literature and of current trends in practice.	Library media specialist demonstrates thorough knowledge of literature and of current trends in practice.	Drawing on extensive professional resources, library media specialist demonstrates rich understanding of literature and current trends in practice.
1b: Demonstrating knowledge of the state standards, the school's program, the school improvement plan, and student information needs within that program	Library media specialist demonstrates little knowledge of the state standards, the school's program and of students' needs for information skills within those standards.	Library media specialist demonstrates basic knowledge of the state standards, the school's program and of students' needs for information skills within those standards.	Library media specialist demonstrates thorough knowledge of the state standards, the school's program and of students' needs for information skills within those standards.	Library media specialist takes a leadership role within the school and district to advocate for students' need for information technology within the school's academic program.
1c: Establishing goals for the library media program appropriate to the setting and the students 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 students.	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 students.	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 students.	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 students and colleagues.
1d: 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 worth-while activities, but some of them don't fit with the broader goals.	Library media specialist's plan is well designed to support both teachers and students in their information needs.	Library media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
1e: Demonstrating the use of information literacy and educational technology	Library media specialist demonstrates little knowledge of information literacy and the use of educational technologies.	Library media specialist demonstrates limited knowledge of information literacy and the use of educational technologies.	Library media specialist demonstrates thorough knowledge of information literacy and the use of educational technologies.	Drawing on extensive professional resources, library media specialist demonstrates rich understanding of current trends in information literacy and educational technology.

LIBRARY MEDIA SPECIALIST
DOMAIN 2: The Library Media Center Environment

COMPONENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport with students and school staff	Interactions, both between the library media specialist and students/school staff and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library media specialist and students/school staff and among students, 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 students.	Interactions, both between the library media specialist and students/school staff and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library media specialist, individual students, and the school staff are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves contribute to high levels of civility among patrons in the library.
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 with limited commitment.	Library media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and actively promotes the reading of literature.	Library media specialist, in interactions with both students and colleagues, fosters a sense of independent life long learning and an appreciation of reading literature. Students appear to have internalized these values.
2c: Managing student behavior	Little or no evidence exists that standards of conduct have been established. Little or no monitoring of student behavior occurs. Response to student misbehavior is repressive or disrespectful of student dignity.	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 using 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 proactive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2d: Organizing available physical space to enable efficient use within existing constraints	Library media specialist 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.	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 with regard to safety, traffic flow, and adequate space devoted to work areas and computer use.	Library media specialist makes highly effective use of the physical environment, with regard to safety, accessibility, traffic flow, and adequate space devoted to work areas and computer use. In addition, the physical environment is attractive and inviting.

**LIBRARY MEDIA SPECIALIST
DOMAIN 3: Delivery of Service and Instruction**

COMPONENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Collaborating with school staff in the design of instructional units and lessons	Library media specialist declines to collaborate with school staff in the design of instructional lessons and units.	Library media specialist collaborates with school staff in the design of instructional lessons and units when specifically asked to do so.	Library media specialist initiates collaboration with school staff in the design of instructional lessons and units that integrate information literacy and research.	Library media specialist initiates collaboration with school staff in the design of instructional lessons and units that integrate information literacy, research and multimedia, locating additional resources from sources outside the school.
3b: Engaging students in enjoying literature and in learning information literacy skills	Library media specialist makes no attempt to engage students in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Library media specialist attempts to engage some students in enjoying literature and in learning information skills. Uneven design of activities, grouping strategies, or partially appropriate materials exist.	Library media specialist works to engage students in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Library media specialist engages students in enjoying literature and in learning information skills. Students take initiative in ensuring the engagement of their peers.
3c: Assisting students and school staff in the use of technology in the library media center	Library media specialist declines to assist students and school staff in the use of technology in the library media center.	Library media specialist assists students and school staff in the use of technology in the library media center when specifically asked to do so.	Library media specialist initiates sessions to assist students and school staff in the use of technology in the library media center.	Library media specialist is proactive in initiating sessions to assist students and school staff in the use of technology in the library media center.
3d: Teaching students and school staff ethical and effective strategies for locating and using ideas and information	Library media specialist models ethical use of ideas and information, but makes no attempt to hold students and staff to that standard.	Library media specialist works to teach ethical use of ideas and information, but makes no attempt to hold students and staff to that standard.	Library media specialist consistently teaches students and staff ethical and effective strategies for locating and using ideas and information.	Library media specialist works to support students and staff ethical and effective use of ideas and information.
3e: 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 as 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 school staff input.

**LIBRARY MEDIA SPECIALIST
DOMAIN 4: Professional Responsibilities**

COMPONENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on library media program	Library media specialist does not reflect on library media program, or the reflections are inaccurate or self-serving.	Library media specialist's reflection on library media program is moderately accurate and objective, without citing specific examples and with only global suggestions as are how it might be improved.	Library media specialist's reflection provides an accurate and objective description of library media program, 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 on the library media program is highly accurate and perceptive, citing specific example. Library media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Communicating with the larger community	Library media specialist makes no effort to engage in outreach efforts to families or the larger community.	Library media specialist makes sporadic efforts to engage in outreach efforts to families or the larger community.	Library media specialist engages in outreach efforts to families and the larger community.	Library media specialist is proactive in reaching out to families and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4c: 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 substantial contribution to school, district, and state events and projects and assumes leadership with colleagues.
4d: 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 and contributes ideas to colleagues.	Library media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4e: Advocating for the school library media program	Library media specialist does not advocate for the school library media center program.	Library media specialist advocates for the school library media center program at the school level.	Library media specialist is aware of issues and advocates for the school library media center program at the local and district levels.	Library media specialist understands issues and advocates for the school library media center program at the local, district, state, and national levels.
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; respecting privacy and confidentiality of student and school staff.	Library media specialist consistently models the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring privacy and confidentiality of students and school staff.

LIBRARY MEDIA SPECIALIST
DOMAIN 5: Library Media Program Management

COMPONENT	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
5a: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	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.	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.	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.	Library media specialist is fully aware of resources available for students and school staff and actively seeks out new resources from a wide range of sources to enrich the school's program.
5b: Developing a plan to evaluate the 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.	Drawing on current trends in information literacy and educational technology library media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
5c: Establishing and maintaining library policies and procedures	Library media specialist fails to maintain routines and procedures are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role. No attempt is made to provide equitable access to the library media center program services and resources for the entire school community.	Library media specialist maintains routines and procedures that have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful. Some attempt is made to provide equitable access to the library media center program services and resources for the entire school community.	Library media specialist maintains routines and procedures that have been established and function smoothly. Library assistants are clear as to their role. Library media center program services and resources are equitably provided for the entire school community.	Library media specialist has established policies and procedures that are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center. Library media center program services and resources are equitably provided for the entire school community.
5d: 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 material. Collection is unbalanced among different areas.	Library media specialist is partially successful in attempts to adhere to district or professional guidelines for selecting materials and for weeding the collection to establish balance.	Library media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Library media specialist works to balance collection with multicultural, gender equitable, and age appropriate materials.	Consulting professional sources, library media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Library media specialist works to balance collection with multicultural, gender equitable, and age appropriate materials.

<p>5e: Maintaining the school audiovisual equipment and instructional technologies collection in accordance with the school's needs, budget limitations, and duty assignments</p>	<p>Library media specialist fails to maintain the school equipment collection. Equipment is in disrepair and ineffectively distributed.</p>	<p>Library media specialist is successful in maintaining the school equipment collection. Equipment is usable and effectively distributed.</p>	<p>Library media specialist is successful in maintaining the school equipment collection. Equipment is usable and effectively distributed. Recommendations for additional equipment are made and outdated/ unused equipment is discarded. Student and school staff needs for information technologies are articulated.</p>	<p>Library media specialist anticipates students' and school staff' needs for current and future information technologies. Equipment is usable and effectively distributed. Recommendations for additional equipment are made and unused equipment is discarded.</p>
<p>5f: Preparing and submitting budgets, records and reports</p>	<p>Library media specialist ignores school staff requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.</p>	<p>Library media specialist's efforts to prepare budgets are partially successful, responding sometimes to school staff requests and following procedures. Inventories and reports are sometimes submitted on time.</p>	<p>Library media specialist carefully considers school staff requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.</p>	<p>Library media specialist anticipates student and school staff needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories, reports and evaluations are submitted on time.</p>
<p>5g: Administering programs and events related to the library media center</p>	<p>Library media specialist does not efficiently utilize time, library media center space or resources. Special programs are not effectively provided and are not integrated with other education programs.</p>	<p>Library media specialist has basic schedules. Library media center is not always used efficiently. Special programs lack curriculum integration.</p>	<p>Library media center schedules are created which use library media center time, space and resources effectively. Special programs and events are integrated with other education programs.</p>	<p>Library media center schedules are created with the best use of library media center time, space and resources. Special programs and events seamlessly interface with other education programs.</p>