OBSERVATION RUBRIC of SCHOOL LIBRARIANS

PLANNING AND PREPARATION COMPETENCY 1a:

Demonstrating Knowledge of Curriculum, Students and Literature, Developing a Culture of Lifelong Learning, and Collaborating in the Design of Instructional Experiences

Learning, and Conac	borating in the besign	i oi motraotionai Exp		
Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or
				Artifacts
Librarian consistently	Librarian often, but not	Librarian seldom displays	Librarian displays very little	Knowledge of curriculum
displays extensive knowledge	always, displays some	knowledge of the curriculum,	or no knowledge of the	 Knowledge of information
of the curriculum, resources,	knowledge of the curriculum,	resources, various literacies,	curriculum, resources, various	literacy
various literacies, and the	resources, various literacies,	and the research process.	literacies, and the research	 Knowledge of the learning
research process.	and the research process.		process.	process
		Librarian seldom plans for		Knowledge of the research
Librarian consistently plans	Librarian often, but not	instruction, seldom promotes	Librarian rarely plans for	process
for instruction, promotes	always, plans for instruction,	reading, and seldom develops	instruction, rarely promotes	Knowledge of resources
reading, and consistently	promotes reading, and		reading, and rarely develops	
develops the collection in the	develops the collection in the	students' developmental	the collection in the context of	Knowledge of child
context of students'	context of students'	levels, skills, backgrounds,	students' developmental	development
developmental levels, skills,	developmental levels, skills,	interests, and special needs.	levels, skills, backgrounds,	Knowledge of student data
backgrounds, interests, and	backgrounds, interests, and		interests, and special needs.	Use of pre and post
special needs.	special needs.	Librarian has little knowledge		assessment data
	12	_	Librarian has very little or no	Library calendar / schedule
Librarian has an extensive	Librarian has some	seldom works with groups and	_	IZ In In a Cliff and
knowledge of literature of all	knowledge of literature of all	individuals to promote good	genres and rarely works with	Knowledge of literature
genres and consistently works	genres and often (but not	books, reading for pleasure,	groups and individuals to	Reading promotion Authorizing
with groups and individuals to		and love of learning.	promote good books, reading	Author visits Deals aluba
promote good books, reading	individuals to promote good	Librarian seldom	for pleasure, and love of	Book clubs Book displays
for pleasure, and love of	books, reading for pleasure,		learning.	Book displays Book talks
learning.	and love of learning.	collaborates with teachers in	Librarian rarely collaborates	
Librarian consistently	Librarian often, but not	designing, planning, and implementing meaningful	 Librarian rarely collaborates with teachers in designing, 	Reading programs
collaborates with teachers in	always, collaborates with	learning activities that	planning, and implementing	Collaborative skills
designing, planning, and	teachers in designing,	integrate the use of resources	meaningful learning activities	Collaboration with teachers
implementing meaningful	planning, and implementing	and development of research	that integrate the use of	Cooperative projects
learning activities that	meaningful learning activities	skills and various literacies.	resources and development of	Ocoperative projects
integrate the use of resources	that integrate the use of	Skind and various incracies.	research skills and various	
and development of research	resources and development of		literacies.	
skills and various literacies.	research skills and various		moradios.	
okino dria variodo incracies.	literacies.			
	Intoragios.	1	1	1

a. Observation evidence, notes, comments:	1a. Performance Level

PLANNING AND PREPARATION COMPETENCY 1b:

Supporting Instructional Outcomes, Demonstrating Knowledge and Use of Resources

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
Librarian consistently displays understanding of desired instructional outcomes and student population. Librarian consistently provides the necessary resources, technology, and services. Librarian has an extensive knowledge of information resources available to students and actively seeks other resources.	 Librarian often, but not always, displays understanding of desired instructional outcomes and student population. Librarian often, but not always, provides the necessary resources, technology, and services. Librarian has some knowledge of information resources available to students and often seeks other resources. 	the necessary resources, technology, and services. • Librarian has some	understanding of desired	Knowledge of standards Knowledge of instructional outcomes Knowledge of instructional resources and technology Provision of appropriate resources Communication of appropriate resources available for specific topics Knowledge of collection Provision of efficient, effective instructional support Correlation of resources with student and curriculum needs
1b. Observation evidence, no	1b. Performance Level			

LIBRARY ENVIRONMENT COMPETENCY 2a:

maintains an inviting, flexible and attractive environment with expectations that students are curious, on task and respectful. Librarian consistently demonstrates respect for	ways, maintains an inviting, xible and attractive vironment with expectations at students are curious, on sk and respectful. Librarian often, but not ways, demonstrates respect	curious, on task and respectful. • Librarian seldom	 Librarian rarely maintains an inviting, flexible and attractive environment with expectations that students are curious, on task and respectful. Librarian rarely demonstrates respect for students and staff 	Expectations for learningPositive interactions with
and attractive environment with expectations that students are curious, on task and respectful. Librarian consistently demonstrates respect for	xible and attractive vironment with expectations at students are curious, on sk and respectful. Librarian often, but not ways, demonstrates respect	attractive environment with expectations that students are curious, on task and respectful. • Librarian seldom	environment with expectations that students are curious, on task and respectful. • Librarian rarely demonstrates	needs • Expectations for learning • Positive interactions with
with expectations that students are curious, on task and respectful. • Librarian consistently demonstrates respect for	vironment with expectations at students are curious, on sk and respectful. Librarian often, but not ways, demonstrates respect	expectations that students are curious, on task and respectful. • Librarian seldom	that students are curious, on task and respectful. • Librarian rarely demonstrates	Expectations for learningPositive interactions with
that task Librarian consistently demonstrates respect for	at students are curious, on sk and respectful. Librarian often, but not ways, demonstrates respect	curious, on task and respectful. • Librarian seldom	task and respectful. • Librarian rarely demonstrates	Positive interactions with
task Librarian consistently demonstrates respect for task	sk and respectful. ibrarian often, but not ways, demonstrates respect	respectful. • Librarian seldom	Librarian rarely demonstrates	
Librarian consistently demonstrates respect for	.ibrarian often, but not ways, demonstrates respect	• Librarian seldom	Librarian rarely demonstrates	
demonstrates respect for always	ways, demonstrates respect		•	students and faculty
demonstrates respect for always	ways, demonstrates respect		respect for students and staff	
•	•	domanatratas reapost for		l e e e e e e e e e e e e e e e e e e e
students and staff and uses for s	s atudanta and ataff and	demonstrates respect for	and often, but not always,	 Communication strategies
	Students and Stan and	students and staff and often,	uses praise and positive	Library guidelines
praise and positive ofte	en, but not always, uses	but not always, uses praise	reinforcement.	 Monitoring and responding to
reinforcement. prai	aise and positive	and positive reinforcement.		student behavior
rein	inforcement.		 Librarian rarely establishes 	
Librarian consistently		 Librarian seldom establishes 	and communicates clear	
establishes and • Lik	ibrarian often, but not	and communicates clear	standards of conduct,	
communicates clear standards alwa	ways, establishes and	standards of conduct,	monitors student behavior,	
of conduct, monitors student com	mmunicates clear standards	monitors student behavior,	and responds to student	
behavior, and responds to of c	conduct, monitors student	and responds to student	misbehavior in ways that are	
student misbehavior in ways beh	havior, and responds to	misbehavior in ways that are	appropriate and respectful to	
that are appropriate and stud	udent misbehavior in ways	appropriate and respectful to	the students.	
2a. Observation evidence, notes,	2a. Performance Level			

LIBRARY ENVIRONMENT COMPETENCY 2b:

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
brary guidelines and rocedures have been stablished in the areas of rculation and scheduling for the library to provide for optimal access to the esources, equipment, the incility, and the expertise of the librarian are consistently seed.	Library guidelines and procedures have been established in the areas of circulation and scheduling for the library and often, but not always, function consistently resulting in some inconsistencies in access to the resources, equipment, the facility, and expertise of the librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for the library but seldom function consistently resulting in unreliable access to the resources, equipment, the facility, and expertise of the librarian.	rarely provide access to the resources, equipment, the facility and the expertise of the librarian.	 Library guidelines Circulation procedures Scheduling procedures Flexibility in procedures Self-directed use Functional spaces Safety considerations Traffic flow
b. Observation evidence, n	otes, comments:			2b. Performance Level

INSTRUCTION COMPETENCY 3a:

Communicating Clearly and Accurately

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
Anticipating possible misunderstandings, librarian consistently and clearly communicates directions and procedures through spoken, written and electronic methods, repeating and clarifying directions when necessary. Technology is consistently used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.	Anticipating possible misunderstandings, librarian often, but not always, clearly communicates directions and procedures through spoken, written and electronic methods, repeating and clarifying directions when necessary. Technology is often, but not always, used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.	Librarian seldom communicates directions and procedures clearly, through only one means, either spoken, written or electronic, seldom repeating and clarifying directions, even though necessary, due to many misunderstandings. Technology is seldom used effectively to demonstrate and model productive ways to use resources and tools in the library.	Librarian rarely communicates directions and procedures clearly, if at all. Misunderstandings are evident and directions are not repeated. Technology is rarely used, if at all or is ineffectively used.	Directions presented to engaged studentsDirections posted for routine
Ba. Observation evidence, no	tes, comments:			3a. Performance Level

INSTRUCTION COMPETENCY 3b:

Teaching, Engaging and Assessing in Instruction

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
Librarian consistently uses	Librarian often, but not	Librarian seldom uses open-	• Librarian rarely, if at all, uses	
open-ended and probing	always, uses open-ended and	ended and probing questions	open-ended and probing	Comprehension questions
questions to guide students'	probing questions to guide	to guide students' inquiry and	questions to guide students'	asked during and after
inquiry and to help them think	students' inquiry and to help	to help them think critically,	inquiry and to help them think	teaching a lesson in
critically, whether teaching a	them think critically, whether	whether teaching a literature	critically.	information resources or
literature related lesson or use	teaching a literature related	related lesson or use of		sharing story with students
of information resources.	lesson or use of information	information resources.	 Librarian rarely, if at all, 	Appropriate "wait" time used
	resources.		guides students to resources	to encourage critical thinking
Librarian consistently guides		Librarian seldom guides	that relate to content, prior	
students to resources that	Librarian often, but not	students to resources that	knowledge and life	Knowledge of instructional
relate to content, prior	always, guides students to	relate to content, prior	experiences, possesses little	materials and resources
knowledge and life	resources that relate to	knowledge and life	or no knowledge of	
experiences, based on	content, prior knowledge and	experiences, based on limited	appropriate materials, or	Recommendations of variety
extensive knowledge of	life experiences, based on	knowledge of appropriate	refers students to	of books of varying genres
appropriate materials.	wide knowledge of appropriate		inappropriate materials.	and levels from which
	materials.		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	students can select to read on
Librarian consistently guides		Librarian seldom guides	Librarian rarely, if at all,	individual basis
students to refine research	Librarian often, but not	students to refine research	guides students to refine	Recommendations of a
strategies and to extend	always, guides students to	strategies and to extend	research strategies and to	variety of resources in multiple
learning through the research	refine research strategies and	learning through the research	extend learning through the	formats
process and monitors their	to extend learning through the	process and inconsistently	research process and	
progress.	research process and	monitors student progress.	monitors their progress.	Recommendations for
1	monitors their progress.	Progression	l Progressi	possible search terms and
Librarian consistently	l Progressi	Librarian seldom provides	Librarian rarely, if at all,	strategies for students working
provides timely, accurate,	Librarian often, but not	timely, accurate, substantive,	provides timely, accurate,	on research topics
substantive, constructive, and	always, provides timely,	constructive, and specific	substantive, constructive, and	Recommendations for next
specific feedback when	accurate, substantive,	feedback when working with	specific feedback when	logical steps in research and
working with individuals and	constructive, and specific	individuals and groups.	working with individuals and	directions to alternate search
groups.	feedback when working with	individuale and greaper	groups, or gives feedback that	strategies
9.0460	individuals and groups.		is negative or inappropriate.	January 100
	individuals and groups.		no nogativo or mappropriato.	
3b. Observation evidence, no	tes, comments			3b. Performance Level
own owner various evidence, ne	7.00, 001111101110.			obi i oriormanoc Ecver

INSTRUCTION COMPETENCY 3c:

Using Resources Effectively, Ethically and Responsibly

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or
				Artifacts
Librarian consistently	 Librarian often, but not 		 Librarian rarely, if at all, 	Instruction in resource
teaches or reminds students	always, teaches or reminds	,	teaches or reminds students	selection
to critically evaluate resources	students to critically evaluate	evaluate resources for	to critically evaluate resources	Directions to recommended
for authority and validity.	resources for authority and validity.	authority and validity.	for authority and validity.	and fee-based resources, instead of comprehensive web
 Librarian consistently 		• Librarian seldom encourages	 Librarian rarely, if at all, 	search engines and web sites
encourages students to use	 Librarian often, but not 	students to use information in	encourages students to use	of unverified origin
information in all formats, to	always, encourages students	all formats, to actively seek	information in all formats, to	
actively seek multiple	to use information in all	multiple perspectives, avoid	actively seek multiple	 Availability of resources in
perspectives, avoid	formats, to actively seek	plagiarism, to use the internet	perspectives, avoid	multiple formats and
plagiarism, to use the internet	multiple perspectives, avoid	effectively, and to keep data	plagiarism, to use the internet	perspectives
effectively, and to keep data	plagiarism, to use the internet	safe.	effectively, and to keep data	Monitors students computer
safe.	effectively, and to keep data		safe.	use for appropriate sites within
	safe.	 Librarian seldom teaches 		filtered environment
 Librarian consistently 		students to use information	 Librarian rarely, if at all, 	
teaches students to use	 Librarian often, but not 	and ideas in a safe,	teaches students to use	 Instruction in using and citing
information and ideas in a	always, teaches students to	responsible, and ethical	information and ideas in a	sources safely and ethically
safe, responsible, and ethical	use information and ideas in a	manner.	safe, responsible, and ethical	 Citation formats posted near
manner.	safe, responsible, and ethical		manner.	workstations or on handouts
	manner.			 information saved to
				designated media as per
				school procedure
3c. Observation evidence, no	tes comments:			3c. Performance Level
oo. Objet valion evidence, no	tos, comments.			

PROFESSIONAL RESPONSIBILITY COMPETENCY 4a:

Evaluating Practice, Communicating with Stakeholders and Participating in Professional Communities

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
Librarian consistently	Librarian often, but not	Librarian seldom reflects on	 Librarian rarely, if at all, 	Surveys
evaluates the effectiveness of	always, reflects on the	the effectiveness of services,	reflects on the effectiveness of	Self Evaluation
services, resources,	effectiveness of services,	resources, instructional	services, resources,	 Program Evaluation
instructional strategies and	resources, instructional	strategies and facilities.	instructional strategies and	Reflection
facilities to ensure library goals	strategies and facilities to		facilities.	
are met.	ensure library goals are met.	 Librarian seldom considers 		Vision
		changes necessary for future	 Librarian rarely, if at all, 	 Long and short term goals
 Librarian consistently 	 Librarian often, but not 	needs.	considers changes necessary	Change
	always, considers changes		for future needs.	
	necessary for future needs in	 Librarian seldom solicits 		 Advocacy for library program
expanding dynamic program.	an expanding dynamic	input from stakeholders.	 Librarian rarely, if at all, 	and service
	program.		solicits input from	 Dissemination of library
 Librarian actively and 		Librarian seldom contributes	stakeholders.	information
	 Librarian often, but not 	to the school and district		Newsletters
stakeholders to improve	always, solicits input from	community.	 Librarian rarely, if at all, 	Web Page
instruction, program and	stakeholders to improve		contributes to the school and	
service.	instruction, program and	 Support and cooperation 	district community.	Attendance at school
	service.	seldom characterize		functions
Librarian consistently		relationships with colleagues.	 Support and cooperation 	Membership in parent
contributes to the school and	 Librarian often, but not 		rarely, if at all, characterize	service groups
, ,	always, contributes to the		relationships with colleagues	Participation in school and
participation, service, and	school and district community			district projects
·	through participation, service,			Service in leadership
	and leadership.			positions
Support and cooperation				
consistently characterize	 Support and cooperation 			Collegial relationships
relationships with colleagues.	often, but not always,			Cooperative spirit
	characterize relationships with			Promotes a culture of
	colleagues.			professionalism
4a. Observation evidence, no	tes, comments:			4a. Performance Level

PROFESSIONAL RESPONSIBILITY COMPETENCY 4b:

Developing and Maintaining Collections, Managing Library Budget, and Maintaining Records

Developing and Ivian	itaining Collections,	wanaging Library Bu	aget, and maintaining	Records
Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or
Call district	O di di cara di Cara		L'I contra contra l'actuall	Artifacts
Soliciting input from	Soliciting input from	Librarian seldom assesses	Librarian rarely, if at all,	List of requested resources
stakeholders, librarian	stakeholders, librarian often,	collection, weeds collection, or		Using data to assess collection
•	but not always, assesses	solicits input from	collection, or solicits input from	
	collection, purchases new			1 chould concection unarysis
resources, and weeds the	resources, and weeds the	of resources.	of resources.	Solicitation methods for
collection to keep holdings current and meet the needs of	collection to keep holdings current and meet the needs of	a Llaina data offactivaly	a Librarian raraby if at all	resource suggestions
		 Using data effectively, librarian seldom follows 	Librarian rarely, if at all, follows district, department	Book Selection Methods
the changing student and instructional needs.	the changing student and instructional needs.		follows district, department and/or school guidelines for	Materials Selection Policy
instructional fleeds.	instructional needs.	district, department and/or school guidelines for	managing the budget and	Ordering procedures
Using data effectively,	Using data effectively,	managing the budget and	maintaining accurate financial	Weeding collection – practices
	librarian often, but not always,		records.	and procedures
	follows district, department	records.	lecolus.	Weeding Statistics Reports
	and/or school guidelines for	records.	 Librarian rarely, if at all, 	
ı	managing the budget and	Librarian seldom advocates	advocates for the library	Budget management
	maintaining accurate financial	for the library program by	program by requesting	Financial procedures for
records.	records.	requesting financial support		handling money
		for resources and other needs.		Receipts
Librarian consistently	Librarian often, but not			 District and/or state allocations
advocates for a progressive	always, advocates for a	Librarian seldom maintains	 Librarian rarely, if at all, 	Library generated income
	progressive and	accurate and easily accessible		Lost book payments
	comprehensive program by	records including a catalog of	accessible records including a	Library purchases
for resources and other needs.	requesting financial support	resources, circulation records,	catalog of resources,	Library parenases
	for resources and other needs.	an inventory of other holdings,	circulation records, an	Newsletters
 Librarian consistently 		and statistics of library use.	inventory of other holdings,	Library Website
maintains accurate and easily	 Librarian often, but not 		and statistics of library use.	Exterior funding sources
accessible records including a	always, maintains accurate			Grants
catalog of resources,	and easily accessible records			Grants
	including a catalog of			• Catalog of resources
inventory of other holdings,	resources, circulation records,			Catalog of resources
and statistics of library use.	an inventory of other holdings,			Cataloging procedures
	and statistics of library use.			Inventory reports

4b. Observation evidence, notes, comments:	4b. Performance Level

PROFESSIONAL RESPONSIBILITY COMPETENCY 4c:

Growing and Developing Professionally and Demonstrating Professional Ethics

pursues professional development opportunities and consistently contributes to the profession by sharing newly learned knowledge and practices and by seeking opportunities to lead professional development. • Through teaching and practice, librarian consistently demonstrates a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and in the professional development opportunities and often, but not always, contributes to the professional development opportunities, does not contribute to the professional development opportunities and does not contribute to the professional development opportunities and does not contribute to the professional development opportunities and does not contribute to the professional development opportunities and does not contribute to the professional development opportunities and does not contribute to the professional development opportunities and does not contribute to the professional development opportunities and does not contribute to the professional development opportunities and does not contribute to the professional development opportunities. • Through teaching and practice, librarian seldom demonstrates a commitment to professional ethics of librarianship. • Through teaching and practice, librarian seldom demonstrates a commitment to professional ethics of librarianship. • Through teaching and practice, librarianship. • Maintains access to ALA doc	Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
	practice, librarian consistently demonstrates a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library	always, pursues professional development opportunities and often, but not always, contributes to the profession by sharing newly learned knowledge and practices and by seeking opportunities to lead professional development. • Through teaching and practice, librarian often, but not always, demonstrates a commitment to professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of	professional development opportunities, does not contribute to the profession by sharing newly learned knowledge and practices, and does not seek opportunities to lead professional development. • Through teaching and practice, librarian seldom demonstrates a commitment to professional ethics of	pursues professional development opportunities and does not contribute to the profession by sharing newly learned knowledge. • Through teaching and practice, librarian rarely, if at all, demonstrates a commitment to professional	Units • Attendance at local, state, and national professional library conferences • Participation in online communities • Presentations at local, state, and national professional library conferences • Maintains access to ALA documents • Library Bill of Rights • Code of Ethics • Freedom to Read Statement • Adheres to U. S. copyright law • Protects patron's right to privacy and confidentiality • Models and Encourage ethical

OBSERVATION RATING SUMMARY

COMPONENT	RATING
1a: Demonstrating Knowledge of Curriculum, Students and Literature, Developing a Culture of Lifelong Learning, and Collaborating in the Design of Instructional Experiences	
1b: Supporting Instructional Outcomes, Demonstrating Knowledge and Use of Resources	
2a: Creating an Environment of Respect and Rapport	
2b: Managing Library Procedures and Organizing Physical Space	
3a: Communicating Clearly and Accurately	
3b: Teaching, Engaging and Assessing in Instruction	
3c: Using Resources Effectively, Ethically and Responsibly	
4a: Evaluating Practice, Communicating with Stakeholders and Participating in Professional Communities	
4b: Developing and Maintaining Collections, Managing Library Budget, and Maintaining Records	
4c: Growing and Developing Professionally and Demonstrating Professional Ethics	
TOTAL	
AVERAGE	

Adapted from Londonderry School District w/ attribution to and permission to adapt her work from Susan Ballard © 2005, rev. 2009