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

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts

• Librarian consistently displays extensive knowledge of the curriculum, resources, various literacies, and the research process.
 	
• Librarian consistently plans for instruction, promotes reading, and consistently develops the collection in the context of students' developmental levels, skills, backgrounds, interests, and special needs.
 	
• Librarian has an extensive knowledge of literature of all genres and consistently works with groups and individuals to promote good books, reading for pleasure, and love of learning.
 	
• Librarian consistently collaborates with teachers in designing, planning, and implementing meaningful learning activities that integrate the use of resources and development of research skills and various literacies.
	• Librarian often, but not always, displays some knowledge of the curriculum, resources, various literacies, and the research process.
	
	• Librarian often, but not always, plans for instruction, promotes reading, and develops the collection in the context of students' developmental levels, skills, backgrounds, interests, and special needs.
	
	• Librarian has some knowledge of literature of all genres and often (but not always) works with groups and individuals to promote good books, reading for pleasure, and love of learning.
	
	• Librarian often, but not always, collaborates with teachers in designing, planning, and implementing meaningful learning activities that integrate the use of resources and development of research skills and various literacies.
		• Librarian seldom displays knowledge of the curriculum, resources, various literacies, and the research process.
		
		• Librarian seldom plans for instruction, seldom promotes reading, and seldom develops the collection in the context of students' developmental levels, skills, backgrounds, interests, and special needs.
		
		• Librarian has little knowledge of literature of all genres and seldom works with groups and individuals to promote good books, reading for pleasure, and love of learning.
		
		• Librarian seldom collaborates with teachers in designing, planning, and implementing meaningful learning activities that integrate the use of resources and development of research skills and various literacies.
			• Librarian displays very little or no knowledge of the curriculum, resources, various literacies, and the research process.
			
			• Librarian rarely plans for instruction, rarely promotes reading, and rarely develops the collection in the context of students' developmental levels, skills, backgrounds, interests, and special needs.
			
			• Librarian has very little or no knowledge of literature of all genres and rarely works with groups and individuals to promote good books, reading for pleasure, and love of learning.
			
			• Librarian rarely collaborates with teachers in designing, planning, and implementing meaningful learning activities that integrate the use of resources and development of research skills and various literacies.
				• Knowledge of curriculum
				• Knowledge of information literacy
				• Knowledge of the learning process
				• Knowledge of the research process
				• Knowledge of resources
				
				• Knowledge of child development
				• Knowledge of student data
				• Use of pre and post assessment data
				• Library calendar / schedule
				
				• Knowledge of literature
				• Reading promotion
				  • Author visits
				  • Book clubs
				  • Book displays
				  • Book talks
				  • Reading programs
				
				• Collaborative skills
				• Collaboration with teachers
				• Cooperative projects

1a. 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.	• Librarian sometimes displays some understanding of desired instructional outcomes and student population. • Librarian seldom provides the necessary resources, technology, and services. • Librarian has some knowledge of information resources available to students but seldom seeks other resources.	• Librarian rarely displays an understanding of desired instructional outcomes and student population. • Librarian does not provide the necessary resources, technology, and services. • Librarian has little or no knowledge of information resources available to students and rarely seeks other resources.	• 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, notes, comments:

1b. Performance Level

LIBRARY ENVIRONMENT COMPETENCY 2a:
Creating an Environment of Respect and Rapport

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
• Librarian consistently maintains an inviting, flexible and attractive environment with expectations that students are curious, on task and respectful. • Librarian consistently demonstrates respect for students and staff and uses praise and positive reinforcement. • Librarian consistently establishes and communicates clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and	• Librarian often, but not always, maintains an inviting, flexible and attractive environment with expectations that students are curious, on task and respectful. • Librarian often, but not always, demonstrates respect for students and staff and often, but not always, uses praise and positive reinforcement. • Librarian often, but not always, establishes and communicates clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways	• Librarian seldom maintains an inviting, flexible and attractive environment with expectations that students are curious, on task and respectful. • Librarian seldom demonstrates respect for students and staff and often, but not always, uses praise and positive reinforcement. • Librarian seldom establishes and communicates clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to	• 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 and often, but not always, uses praise and positive reinforcement. • Librarian rarely establishes and communicates clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.	• Inviting environment • Flexible spaces for program needs • Expectations for learning • Positive interactions with students and faculty • Communication strategies • Library guidelines • Monitoring and responding to student behavior
2a. Observation evidence, notes, comments:				**2a. Performance Level**

LIBRARY ENVIRONMENT COMPETENCY 2b:

Managing Library Procedures and Organizing Physical Space

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
Library guidelines and procedures have been established in the areas of circulation and scheduling for the library to provide for optimal access to the resources, equipment, the facility, and the expertise of the librarian are consistently used.	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.	Library guidelines and procedures are minimal and 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

2b. Observation evidence, notes, 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 students • Directions posted for routine tasks, such as logging onto computers. • Directions presented using multiple methods, including spoken, written, and digital projection • Directions repeated using different vocabulary or with clarification as needed • Lessons adjusted for improved understanding • Appropriate projection methods to teach a skill or share literature • Digital media using a variety of current devices to teach skill or share literature • Student use of age appropriate technology skills during library visits • Appropriate methods for research with technology shared as needed
3a. Observation evidence, notes, 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 open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature related lesson or use of information resources. • Librarian consistently guides students to resources that relate to content, prior knowledge and life experiences, based on extensive knowledge of appropriate materials. • Librarian consistently guides students to refine research strategies and to extend learning through the research process and monitors their progress. • Librarian consistently provides timely, accurate, substantive, constructive, and specific feedback when working with individuals and groups.	• Librarian often, but not always, uses open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature related lesson or use of information resources. • Librarian often, but not always, guides students to resources that relate to content, prior knowledge and life experiences, based on wide knowledge of appropriate materials. • Librarian often, but not always, guides students to refine research strategies and to extend learning through the research process and monitors their progress. • Librarian often, but not always, provides timely, accurate, substantive, constructive, and specific feedback when working with individuals and groups.	• Librarian seldom uses open-ended and probing questions to guide students' inquiry and to help them think critically, whether teaching a literature related lesson or use of information resources. • Librarian seldom guides students to resources that relate to content, prior knowledge and life experiences, based on limited knowledge of appropriate materials. • Librarian seldom guides students to refine research strategies and to extend learning through the research process and inconsistently monitors student progress. • Librarian seldom provides timely, accurate, substantive, constructive, and specific feedback when working with individuals and groups.	• Librarian rarely, if at all, uses open-ended and probing questions to guide students' inquiry and to help them think critically. • Librarian rarely, if at all, guides students to resources that relate to content, prior knowledge and life experiences, possesses little or no knowledge of appropriate materials, or refers students to inappropriate materials. • Librarian rarely, if at all, guides students to refine research strategies and to extend learning through the research process and monitors their progress. • Librarian rarely, if at all, provides timely, accurate, substantive, constructive, and specific feedback when working with individuals and groups, or gives feedback that is negative or inappropriate.	• Questioning techniques • Comprehension questions asked during and after teaching a lesson in information resources or sharing story with students • Appropriate "wait" time used to encourage critical thinking • Knowledge of instructional materials and resources • Recommendations of variety of books of varying genres and levels from which students can select to read on individual basis • Recommendations of a variety of resources in multiple formats • Recommendations for possible search terms and strategies for students working on research topics • Recommendations for next logical steps in research and directions to alternate search strategies

3b. Observation evidence, notes, comments:	3b. Performance Level

INSTRUCTION COMPETENCY 3c:

Using Resources Effectively, Ethically and Responsibly

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
• Librarian consistently teaches or reminds students to critically evaluate resources for authority and validity. • Librarian consistently encourages students to use information in all formats, to actively seek multiple perspectives, avoid plagiarism, to use the internet effectively, and to keep data safe. • Librarian consistently teaches students to use information and ideas in a safe, responsible, and ethical manner.	• Librarian often, but not always, teaches or reminds students to critically evaluate resources for authority and validity. • Librarian often, but not always, encourages students to use information in all formats, to actively seek multiple perspectives, avoid plagiarism, to use the internet effectively, and to keep data safe. • Librarian often, but not always, teaches students to use information and ideas in a safe, responsible, and ethical manner.	• Librarian seldom teaches or reminds students to critically evaluate resources for authority and validity. • Librarian seldom encourages students to use information in all formats, to actively seek multiple perspectives, avoid plagiarism, to use the internet effectively, and to keep data safe. • Librarian seldom teaches students to use information and ideas in a safe, responsible, and ethical manner.	• Librarian rarely, if at all, teaches or reminds students to critically evaluate resources for authority and validity. • Librarian rarely, if at all, encourages students to use information in all formats, to actively seek multiple perspectives, avoid plagiarism, to use the internet effectively, and to keep data safe. • Librarian rarely, if at all, teaches students to use information and ideas in a safe, responsible, and ethical manner.	• Instruction in resource selection • Directions to recommended and fee-based resources, instead of comprehensive web search engines and web sites of unverified origin • Availability of resources in multiple formats and perspectives • Monitors students computer use for appropriate sites within filtered environment • Instruction in using and citing sources safely and ethically • Citation formats posted near workstations or on handouts • information saved to designated media as per school procedure
3c. Observation evidence, notes, comments:				**3c. Performance Level**

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 evaluates the effectiveness of services, resources, instructional strategies and facilities to ensure library goals are met.
 	
• Librarian consistently considers changes necessary for future needs in an expanding dynamic program.
 	
• Librarian actively and consistently solicits input from stakeholders to improve instruction, program and service.
 	
• Librarian consistently contributes to the school and district community through participation, service, and leadership.
 	
• Support and cooperation consistently characterize relationships with colleagues.
	• Librarian often, but not always, reflects on the effectiveness of services, resources, instructional strategies and facilities to ensure library goals are met.
	
	• Librarian often, but not always, considers changes necessary for future needs in an expanding dynamic program.
	
	• Librarian often, but not always, solicits input from stakeholders to improve instruction, program and service.
	
	• Librarian often, but not always, contributes to the school and district community through participation, service, and leadership.
	
	• Support and cooperation often, but not always, characterize relationships with colleagues.
		• Librarian seldom reflects on the effectiveness of services, resources, instructional strategies and facilities.
		
		• Librarian seldom considers changes necessary for future needs.
		
		• Librarian seldom solicits input from stakeholders.
		
		• Librarian seldom contributes to the school and district community.
		
		• Support and cooperation seldom characterize relationships with colleagues.
			• Librarian rarely, if at all, reflects on the effectiveness of services, resources, instructional strategies and facilities.
			
			• Librarian rarely, if at all, considers changes necessary for future needs.
			
			• Librarian rarely, if at all, solicits input from stakeholders.
			
			• Librarian rarely, if at all, contributes to the school and district community.
			
			• Support and cooperation rarely, if at all, characterize relationships with colleagues
				• Surveys
				• Self Evaluation
				• Program Evaluation
				• Reflection
				
				• Vision
				• Long and short term goals
				• Change
				
				• Advocacy for library program and service
				• Dissemination of library information
				  • Newsletters
				  • Web Page
				
				• Attendance at school functions
				• Membership in parent service groups
				• Participation in school and district projects
				• Service in leadership positions
				
				• Collegial relationships
				• Cooperative spirit
				• Promotes a culture of professionalism

4a. Observation evidence, notes, comments:				**4a. Performance Level**

PROFESSIONAL RESPONSIBILITY COMPETENCY 4b:

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

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts
• Soliciting input from stakeholders, librarian consistently assesses collection, purchases new resources, and weeds the collection to keep holdings current and meet the needs of the changing student and instructional needs. • Using data effectively, librarian consistently follows district, department and/or school guidelines for managing the budget and maintaining accurate financial records. • Librarian consistently advocates for a progressive and comprehensive program by requesting financial support for resources and other needs. • Librarian consistently maintains accurate and easily accessible records including a catalog of resources, circulation records, an inventory of other holdings, and statistics of library use.	• Soliciting input from stakeholders, librarian often, but not always, assesses collection, purchases new resources, and weeds the collection to keep holdings current and meet the needs of the changing student and instructional needs. • Using data effectively, librarian often, but not always, follows district, department and/or school guidelines for managing the budget and maintaining accurate financial records. • Librarian often, but not always, advocates for a progressive and comprehensive program by requesting financial support for resources and other needs. • Librarian often, but not always, maintains accurate and easily accessible records including a catalog of resources, circulation records, an inventory of other holdings, and statistics of library use.	• Librarian seldom assesses collection, weeds collection, or solicits input from stakeholders prior to purchase of resources. • Using data effectively, librarian seldom follows district, department and/or school guidelines for managing the budget and maintaining accurate financial records. • Librarian seldom advocates for the library program by requesting financial support for resources and other needs. • Librarian seldom maintains accurate and easily accessible records including a catalog of resources, circulation records, an inventory of other holdings, and statistics of library use.	• Librarian rarely, if at all, assesses collection, weeds collection, or solicits input from stakeholders prior to purchase of resources. • Librarian rarely, if at all, follows district, department and/or school guidelines for managing the budget and maintaining accurate financial records. • Librarian rarely, if at all, advocates for the library program by requesting financial support for resources and other needs. • Librarian rarely, if at all, maintains accurate and easily accessible records including a catalog of resources, circulation records, an inventory of other holdings, and statistics of library use.	• List of requested resources • Using data to assess collection • Survey Data • Periodic collection analysis • Solicitation methods for resource suggestions • Book Selection Methods • Materials Selection Policy • Ordering procedures • Weeding collection – practices and procedures • Weeding Statistics Reports • Budget management • Financial procedures for handling money • Receipts • District and/or state allocations • Library generated income • Lost book payments • Library purchases • Newsletters • Library Website • Exterior funding sources • Grants • Catalog of resources • Cataloging procedures • Inventory reports

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

PROFESSIONAL RESPONSIBILITY COMPETENCY 4c:

Growing and Developing Professionally and Demonstrating Professional Ethics

Highly Effective	Effective: Proficient	Effective: Emerging	Ineffective	Specific Evidence or Artifacts

• Librarian consistently 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 the American Library Association's Code of Ethics.
	• Librarian often, but not 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 Ethics.
		• Librarian seldom pursues 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 librarianship.
			• Librarian rarely, if at all, 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 ethics of librarianship.
				• Earns Continuing Learning 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 behavior

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

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	