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| Educator Name: | Click here to enter text. | | | | | School Year: | Click here to enter text. | |
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| **DOMAIN 1: PLANNING AND PREPARATION** | | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | | **PROFICIENT** | | | **EXEMPLARY** |
| **1d: 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 teachers and actively seeks out new resources from a wide range of sources to enrich the school’s program. |
| **1e: Planning the library/media program integrated with the overall school program** | | Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall ­structure. | Library/media specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals. | | Library/media specialist’s plan is well designed to support 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. |
| **1f: 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. | | | 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. |
| Evidence: | | | | | | | | |
| **DOMAIN 2: THE ENVIRONMENT** | | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | | **EXEMPLARY** |
| **2c: Establishing and ­maintaining library ­procedures** | | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role. | | | | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center. |
| **2d: Managing student behavior** | | There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. | It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. | Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist’s response to student misbehavior is appropriate and respectful to students. | | | | Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist’s monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| Evidence: | | | | | | | | |
| **DOMAIN 3: DELIVERY OF SERVICE** | | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | | **EXEMPLARY** |
| **3b: Collaborating with teachers in the design of instructional units and lessons** | | Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. | Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. | | | | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. |
| **3c: Engaging students in enjoying literature and in learning information skills** | | Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. | Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials. | Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | | | | Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers. |
| **3d: Assisting students and teachers in the use of technology in the library/media center** | | Library/media specialist declines to assist students and teachers in the use of technology in the library/media center. | Library/media specialist assists students and teachers 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 teachers in the use of technology in the library/media center. | | | | Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center. |
| Evidence: | | | | | | | | |
| **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES** | | | | | | | | |
|  | | **LEVEL OF PERFORMANCE** | | | | | | |
| **COMPONENT** | | **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | | | | **EXEMPLARY** |
| **4d: Participating in a professional community** | | Library/media specialist’s relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. | Library/media specialist’s relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | | | | Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| **4f: Showing professionalism** | | Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws. | Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws. | Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws. | | | | Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws. |
| Evidence: | | | | | | | | |

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| Professional Growth Goal: Click here to enter text. |