

**Library Media Specialist Rubric 2018-2019**  
**Domain 1 Planning and Preparation**

| <b>Component</b>   | <b>Ineffective</b>   | <b>Developing</b>   | <b>Skilled</b>  | <b>Accomplished</b>  |
|--|--|---|---|--|
| <b>1a: Demonstrating knowledge of content and pedagogy</b>       | Media specialist's plans and practice display little knowledge of AASL Standards and/or the school's mission and goals.  | Media specialist's plans and practice reflect awareness of AASL Standards and/or the school's mission and goals.  | Media specialist's plans and practice reflect solid knowledge of AASL Standards and/or the school's mission and goals.  | Media specialist's plans and practice reflect extensive knowledge of AASL Standards and/or the school's mission and goals.   |
| <b>1b: Demonstrating knowledge of students &amp; colleagues</b>  | Media specialist demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs.   | Media specialist indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.  | Media specialist actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.  | Media specialist actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.  |
| <b>1c: Setting library benchmark outcomes*</b>                   | No use of library benchmark outcomes.  | Library benchmark outcomes are rigorous and suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning. Media specialist makes no attempt at collaboration and integration. | Library benchmark outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning. The outcomes reflect opportunities for collaboration and integration.                        | Library benchmark outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both collaboration and integration, and take account of the needs of individual students. |
| <b>1d: Demonstrating knowledge of resources*</b>                 | Media specialist demonstrates little or no familiarity with resources available in the school or district to enhance own knowledge, to use in teaching, or for students & colleagues who need them. Media specialist does not seek such knowledge. | Media specialist demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.   | Media specialist is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.  | Media specialist seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.   |
| <b>1e: Promote reading as a foundational skill for learning.</b> | Media specialist does not promote reading as a foundational skill for learning.  | Media specialist promotes reading as a foundational skill for learning. Media specialist identifies appropriate resources based on student interests and needs and assists students in finding engaging and appropriate information resources.  | Media specialist challenges students to read for pleasure, independently, increasingly complex materials, and a variety of materials across subject areas. Media specialist partners with teachers in identifying students' reading interests and needs and recommends appropriate resources. | Media specialist provides leadership in implementing community partnerships to support literacy programs.  |

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**Domain 2 Media Center Environment**

| <b>Component</b>  | <b>Ineffective</b>   | <b>Developing</b>   | <b>Skilled</b>   | <b>Accomplished</b>  |
|---|--|---|--|--|
| <b>2a: Creating an environment of respect and rapport</b>                       | Media center interactions, both between the media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict. | Media center interactions, both between the media specialist and students 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.                | Media center interactions, between media specialist and students 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.                   | Media center interactions among the media specialist and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.   |
| <b>2b: Establishing a culture for learning that is challenging and rigorous</b> | The media center environment conveys a negative culture for learning, characterized by low media specialist commitment to the subject, low expectations for student achievement, and little or no student pride in work.           | Media specialist's attempt to create a culture for learning are partially successful, with little media specialist commitment to the subject, modest expectations for student achievement, and little student pride in work.  | The media center culture is characterized by high expectations for most students, genuine commitment to the subject by both media specialist and students, with students demonstrating pride in their work.  | High levels of student energy and media specialist passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.                                      |
| <b>2c: Managing media center procedures</b>                                     | Much instructional time is lost due to inefficient media center routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.   | Some instructional time is lost due to only partially effective media center routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.   | Little instructional time is lost due to media center routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.   | Students contribute to the seamless operation of media center routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.   |
| <b>2d: Managing student behavior</b>  | There is no evidence that standards of conduct have been established, and little or no media specialist monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.        | It appears that the media specialist has made an effort to establish standards of conduct for students. Media specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior.  | Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist response to student misbehavior is appropriate and respects the students' dignity.                               | Standards of conduct are clear, with evidence of student participation in setting them. Media specialist's monitoring of student behavior is subtle and preventive, and media specialist's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| <b>2e: Organizing physical space</b>  | The media center is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.  | The media center is safe, and essential learning is accessible to most students, and the media specialist's use of physical resources, including computer technology, is moderately effective. Media specialist may attempt to modify the physical arrangement to suit learning activities, with partial success. | The media center is safe, and learning is accessible to all students; media specialist ensures that the physical arrangement is appropriate to the learning activities. Media specialist makes effective use of physical resources, including computer technology. | The media center is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.  |

**Library Media Specialist Rubric 2018-2019**  
**Domain 3 Instruction and Services**

| <b>Component</b>   | <b>Ineffective</b>   | <b>Developing</b>  | <b>Skilled</b>   | <b>Accomplished</b>   |
|--|--|--|--|---|
| <b>3a: Communicating with students</b>   | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Media specialist's use of language contains errors or is inappropriate to students' cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; media specialist's use of language is correct but may not be completely appropriate to students' cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Media specialist's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions. |
| <b>3b: Collaborating with teachers in the design of instructional units and lessons.</b>             | Media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.   | Media specialist collaborates with classroom teachers in the design of instructional lessons and units, when specifically asked to do so.  | Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.   | Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.   |
| <b>3c: Engaging students in enjoy literature and learning information skills.</b>                    | Students are not engaged in enjoying literature and/or learning information skills because of poor design of activities, poor grouping strategies, or inappropriate resources.   | Only some students are engaged in enjoying literature and/or learning information skills due to the choice of activities, grouping strategies, or partially appropriate resources.   | Students are engaged in enjoying literature and/or learning information skills because of effective design of activities, grouping strategies and appropriate resources.                 | .Students are highly engaged in enjoying literature and/or learning information skills and take initiative in ensuring the engagement of their peers.   |
| <b>3d: Assisting the students and teachers in the use of technology in the library/media center.</b> | Media specialist declines to assist students and teachers in the use of technology in the library/media center.  | Media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.  | Media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.  | Media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.  |
| <b>3e: Demonstrating flexibility and responsiveness</b>  | Media specialist adheres to the plan, in spite of evidence of its inadequacy.  | Media specialist makes modest changes in the library media program, when confronted with evidence of the need for change.  | Media specialist makes revisions to the library media program when they are needed.  | Media specialist is continually seeking ways to improve the library media program and make changes as needed, in response to student, parent, or teacher input.   |

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**Domain 4 Professional Responsibilities**

| <b>Component</b>   | <b>Ineffective</b>   | <b>Developing</b>  | <b>Skilled</b>  | <b>Accomplished</b>  |
|--|--|--|---|--|
| <b>4a: Reflecting on Practice</b>                        | Media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.  | Media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only broad suggestions as to how it might be improved.   | Media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media specialist makes some specific suggestions as to how the media program might be improved.  | Media specialist's reflection is highly accurate and perceptive, citing specific examples. Media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.   |
| <b>4b: Preparing and submitting reports and budgets.</b> | Media specialist does not maintain accurate or current records. Media specialist ignores teacher requests when preparing requisitions and orders.  | Media specialist maintains records including a fairly current catalog of resources, circulation records, and an inventory of media center equipment. Media specialist responds usually to teacher requests when preparing requisitions and orders but may not fully follow up. | Media specialist maintains accurate, current, and accessible records including, a current catalog of resources, circulation records, and an inventory of media center equipment. Media specialist honors teacher requests, if the budget allow, when preparing requisitions and orders. | Media specialist maintains accurate, current, and easily-accessible records including, a current catalog of resources, circulation records, and an inventory of media center equipment. Equipment inventory is reported at the end of the year. Media specialist anticipates teachers' needs when preparing requisitions and orders. |
| <b>4c: Communicating with the larger community.</b>      | Media specialist makes no effort to engage in outreach efforts to parents or the larger community.   | Media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.  | Media specialist engages in outreach efforts to parents and/or the larger community.  | Media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.  |
| <b>4d: Participating in a Professional Community</b>     | Professional relationships with colleagues are negative or self-serving; media specialist avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects. | Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.   | Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with media specialist making substantial contributions.                                  | Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.  |
| <b>4e: Growing and Developing Professionally</b>         | Media specialist engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.         | Media specialist engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.   | Media specialist engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other media specialists in the district.   | Media specialist engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.  |
| <b>4f: Showing Professionalism</b>                       | Media specialist professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations    | Media specialist interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.   | Media specialist interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.  | Media specialist displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.  |