

## Domain 1: Library/Media Specialists: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of library/media standards, literature and information technology; evidence-based practices in library media programs and pedagogy.</b>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology. Library/media specialist is unaware of the educational impact of race and culture and does not attempt to build a collection of resources to reflect racial and cultural diversity.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology. Library/media specialist is aware of the educational impact of race and culture and attempts to build a collection of resources to reflect racial and cultural diversity.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology. Library/media specialist recognizes the educational impact of race and culture and builds a collection of curriculum resources to reflect racial and cultural diversity.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology. Library/media specialist recognizes the educational impact of race and culture and builds a collection of curriculum resources to reflect racial and cultural diversity. Library/media specialist is fluent in the use of culturally responsive strategies that produce equitable outcomes.
<b>1b: Demonstrating knowledge of the school's program and student information needs within that program</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of the needs of students from diverse backgrounds and experiences for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of the needs of students from diverse backgrounds and experiences for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of the needs of students from diverse backgrounds and experiences for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students from diverse backgrounds and experiences for information technology within the school's academic program.
<b>1c: Establishing goals for the library/media program support appropriate to the setting and the students served</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to students' strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs.	Library/media specialist's goals for the media program are rudimentary and are partially based upon the knowledge of students' strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs.	Library/media specialist's goals for the media program are clear and based upon the knowledge of students' strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs.	Library/media specialist's goals for the media program are based upon the knowledge of students' strengths, backgrounds, cultures, skills, language proficiency, interests, and special needs and have been developed following consultations with students and colleagues.

**Domain 1: Library/Media Specialists: PLANNING AND PREPARATION (continued)**

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	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. Resources do not reflect the ethnic and racial identity of the students.	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. Resources partially reflect the ethnic and racial identity of the students.	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. Resources appropriately reflect the ethnic and racial identity of the students.	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. Resources appropriately reflect the ethnic and racial identity of the students.
<b>1e: Planning the library/media program integrated with the overall school program</b>	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 from diverse backgrounds and experiences 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.
<b>1f: Developing a plan to evaluate the library/media program</b>	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 towards improving the program on an ongoing basis.

## Domain 2: Library/Media Specialists: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Establishing a caring environment</b>	Interactions, both between the library/media specialist and students 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 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 and among students, are intentionally and respectfully engaging, 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 classroom teachers are highly intentional and respectfully engaging, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
<b>2b: Establishing a culture for investigation and love of literature</b>	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 without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues from diverse backgrounds and experiences, conveys a sense of the importance of seeking information and reading literature that appropriately reflects the ethnic and racial diversity of the community.	Library/media specialist, in interactions with both students and colleagues from diverse backgrounds and experiences, conveys a sense of the essential nature of seeking information and reading literature that appropriately reflects the ethnic and racial diversity of the community. Students appear to have internalized these values.
<b>2c: Establishing and maintaining library procedures</b>	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 by partially considering multiple perspectives and cultures 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 by considering multiple perspectives and cultures 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.

**Domain 2: Library/Media Specialists: THE ENVIRONMENT** (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>2d: Managing student behavior</b>	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. Library/media specialist over identifies misbehavior of students from a particular racial or ethnic group.	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. Library/media specialist may over identify student misbehavior from a particular racial or ethnic group.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist identifies and incorporates the various communication styles of students from various racial or ethnic groups. Response to student misbehavior is appropriate and respects the dignity and racial and cultural diversity of students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle, preventive, and identifies and incorporates the various communication styles of students from various racial or ethnic groups. Library/media specialist's response to student misbehavior is sensitive to the dignity and racial and cultural diversity of individual students. Students take an active role in monitoring the standards of behavior.
<b>2e: Organizing physical space to enable smooth flow</b>	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, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive in inviting.

### Domain 3: Library/Media Specialists: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Maintaining and extending the library collection in accordance with school's needs and within budget limitations</b>	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. The library/medial specialist does not draw from a variety of diverse human resources.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. The library/medial specialist minimally draws from a variety of diverse human resources, from those within the school community to those from the multiple perspectives of the community at large.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas. The library/medial specialist draws from a variety of diverse human resources, from those within the school community to those from the multiple perspectives of the community at large.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas. The library/medial specialist draws from a variety of diverse human resources, from those within the school community to those from the multiple perspectives of the community at large.
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teacher in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units that are appropriate to the outcomes of the lesson/unit and authentically engage some students when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units that are appropriate to the outcomes of the lesson/unit and authentically engage most students.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units that are appropriate to the outcomes of the lesson/unit and authentically engage all students, locating additional resources from sources outside the school.
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	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. Materials partially reflect the racial and cultural diversity of students, as well as their individual medical, linguistic, and diverse learning needs.	Students are engaged in enjoying literature and in learning information skills because of effective, appropriate, and responsive design of activities, flexible and appropriate grouping strategies, and materials that appropriately reflect the racial and cultural diversity of students, as well as their individual medical, linguistic, and diverse learning needs.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers. Materials appropriately reflect the racial and cultural diversity of students, as well as their individual medical, linguistic, and diverse learning needs.

**Domain 3: Library/Media Specialists: DELIVERY OF SERVICE** (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	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, monitoring the progress of individual students and groups, providing feedback that is timely, descriptive, and promotes learning. Library/media specialist's assessment practices display responsiveness to the students' individual, linguistic, and diverse learning needs.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center, monitoring the progress of individual students and groups, providing feedback that is timely, descriptive, and promotes learning. Library/media specialist's assessment practices display responsiveness to the students' individual, linguistic, and diverse learning needs.
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy. Library/media specialist displays little or no understanding of students' racial and cultural diversity, including individual, medical, linguistic, and diverse learning needs, or why such knowledge is important.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change. Library/media specialist displays awareness of students' racial and cultural diversity, including individual, medical, linguistic, and diverse learning needs, but such knowledge may be incomplete or inaccurate.	Library/media specialist accepts responsibility for student success by making revisions to the library/media program when they are needed and responds flexibly to students' questions/interests in ways that are appropriate, consistent, successful, and respectful of their racial and cultural diversity, including individual, medical, linguistic, and diverse learning needs.	Library/media specialist is continually seeking ways to increase student success and improve the library/media program and makes changes as needed in response to student, parent, or teacher input. Library/media specialist responds flexibly to students' questions/interests in ways that are appropriate, consistent, successful, and respectful of their racial and cultural diversity, including individual, medical, linguistic, and diverse learning needs.

## Domain 4: Library/Media Specialists: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, including its cultural responsiveness or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice, including its cultural responsiveness, is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, including its cultural responsiveness, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved, including elements of culturally responsive library practices.	Library/media specialist's reflection is highly accurate and perceptive, including its cultural responsiveness citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<b>4b: Preparing and submitting reports and budgets</b>	When preparing requisitions and budgets library/media specialist ignores teacher and student requests that support creating collections that represent and respect racial and cultural diversity or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher and student requests that support creating collections that represent and respect racial and cultural diversity and following procedures. Inventories and reports are sometimes submitted on time.	When preparing requisitions and budgets library/media specialist honors teacher and student requests that support creating collections that represent and respect racial and cultural diversity and follows established procedures. Inventories and reports are submitted on time.	When preparing requisitions and budgets library/media specialist honors teacher and student requests that support creating collections that represent and respect racial and cultural diversity and follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community, pursuing proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds when collaborating with stakeholders in determining student learning needs, discussing the library program and student progress, and planning for the future.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit, pursuing proactive and positive strategies to engage students and families from diverse racial and cultural backgrounds when collaborating with stakeholders in determining student learning needs, discussing the library program and student progress, and planning for the future.

**Domain 4: Library/Media Specialists: PROFESSIONAL RESPONSIBILITIES** (continued)

COMPONENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in analyzing student group performance to eliminate disparities, school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist makes modest and partially effective attempts to analyze student group performance to eliminate disparities and participates in school and district events and projects when specifically requested.	To actively participate in a culture of professional inquiry, the library/media specialist regularly analyzes student group performance to eliminate disparities and participates actively in school and district activities; relationships with colleagues and characterized by mutual support and cooperation to fulfill the duties that the school or district requires.	To actively participate in a culture of professional inquiry, the library /media specialist regularly analyzes student group performance to eliminate disparities and makes a substantial contribution to school and district activities and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	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 is receptive to and incorporates feedback from supervisors and colleagues, and seeks opportunities for professional development to pursue culturally responsive practices.	Library/media specialist actively pursues and incorporates feedback from supervisors and colleagues, and professional development opportunities to improve culturally responsive practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Library/media specialist displays dishonesty 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 level of ethical practice and professionalism with colleagues, students, and stakeholders, advocates to ensure that all students receive equitable access to the library program, and uses race and culture as a lens to insure that decisions do not have an adverse impact on certain groups of students. The library/media specialist complies fully and voluntarily with school, district, state, and federal regulations and timelines, and carefully adheres to copyright laws.	Library/media specialist can be counted on to hold the highest level of ethical practice and professionalism and takes a leadership role with colleagues students, and stakeholders, advocates to ensure that all students receive equitable access to the library program, and uses race and culture as a lens to insure that decisions do not have an adverse impact on certain groups of students. The library/media specialist complies fully and voluntarily with school, district, state, and federal regulations and

				timelines, and in ensuring there is no plagiarism or violation of copyright laws.
<b>4g: Organizing Time Effectively</b>	<p>Library/media specialist lacks adequate time-management skills, resulting in confusion, missed deadlines and conflicting schedules.</p> <p>Priorities are not in alignment with program priorities.</p>	<p>Library/media specialist's time management skills are moderately well developed.</p> <p>Essential activities are carried out, but not always in the most efficient manner.</p>	<p>Library/media specialist exercises good judgment in setting equitable priorities, resulting in clear schedules and important work being accomplished in a timely and efficient manner.</p>	<p>Library/medial specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner.</p>