

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

| COMPONENT  | LEVEL OF PERFORMANCE  |  |   |  |
|--|---|--|---|--|
|  | Unsatisfactory  | Basic  | Proficient  | Distinguished  |
| <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 <b>the needs of students from diverse backgrounds and experiences</b> <del>students' needs</del> for information skills within those standards. | Library/media specialist demonstrates basic knowledge of the school's content standards and of <b>the needs of students from diverse backgrounds and experiences</b> <del>students' needs</del> for information skills within those standards. | Library/media specialist demonstrates thorough knowledge of the school's content standards and of <b>the needs of students from diverse backgrounds and experiences</b> <del>students' needs</del> for information skills within those standards. | Library/media specialist takes a leadership role within the school and district to articulate the needs of students <b>from diverse backgrounds and experiences</b> for information technology within the school's academic program.   |
| <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 <b>from diverse backgrounds and experiences</b> 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. |

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

| COMPONENT   | LEVEL OF PERFORMANCE  |   |   |  |
|---|---|---|---|--|
|   | Unsatisfactory  | Basic   | Proficient  | Distinguished  |
| <b>2a:</b><br><b>Establishing a caring environment of respect and rapport</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 <b>intentionally polite</b> and <b>respectfully engaging</b> , 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 <b>intentional and respectfully engaging</b> , 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>2c:</b><br><b>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 <b>by partially considering multiple perspectives and cultures</b> 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 <b>by considering multiple perspectives and cultures</b> 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 3: Library/Media Specialists: DELIVERY OF SERVICE

| COMPONENT   | LEVEL OF PERFORMANCE   |  |   |  |
|---|--|--|---|--|
|   | Unsatisfactory   | Basic  | Proficient  | Distinguished  |
| <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 <b>that are appropriate to the outcomes of the lesson/unit and authentically engage some students</b> when specifically asked to do so.   | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units <b>that are appropriate to the outcomes of the lesson/unit and authentically engage most students.</b>  | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units <b>that are appropriate to the outcomes of the lesson/unit and authentically engage all students</b> , 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. <b>Materials partially reflect the racial and cultural diversity of students, as well as their individual medical, linguistic, and diverse learning needs.</b> | Students are engaged in enjoying literature and in learning information skills because of effective, <b>appropriate, and responsive</b> design of activities, <b>flexible and appropriate</b> grouping strategies, and <b>appropriate</b> materials <b>that appropriately reflect the racial and cultural diversity of students, as well as their individual medical, linguistic, and diverse learning needs.</b> | Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers. <b>Materials appropriately reflect the racial and cultural diversity of students, as well as their individual medical, linguistic, and diverse learning needs.</b>  |
| <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. |

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

| COMPONENT  | LEVEL OF PERFORMANCE   |   |  |  |
|--|--|---|--|--|
|  | Unsatisfactory   | Basic   | Proficient   | Distinguished  |
| <b>4c:<br/>Communicating<br/>with the larger<br/>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, <i>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.</i> | Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit, <i>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.</i> |