

# **Loogootee School**

# **Librarian Evaluation Rubric**

# Domain 1: Purposeful Planning

## 1.1 Demonstrating Knowledge Of Literature And Current Trends In Library Practice And Information Technology

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.</p> <p><i>- Librarian maintains a network of professional contacts and resources to stay current with trends (this includes reading current journals, blogs, and using social media) and shares with staff and students.</i></p>	<p>School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.</p> <p><i>- Librarian maintains a professional network to stay current with trends. This includes reading current journals, blogs, and using social media.</i></p>	<p>School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.</p> <p><i>- Librarian reads journals to learn about current trends.</i></p>	<p>School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p>

## 1.2 Establishing And Successfully Implementing Goals For The School Library Program Appropriate To The Setting And The Students Served

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.</p> <p><i>-The goal for the program is communicated with appropriate stakeholders with regular assessments to determine if goal is being met.</i></p>	<p>School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p><i>-The goal for the program is communicated with appropriate stakeholders.</i></p>	<p>School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</p> <p><i>- The goal for the program is established but not communicated with appropriate stakeholders.</i></p>	<p>School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.</p>

### 1.3 Demonstrating Knowledge Of Resources, Both Within And Beyond The School And District

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian shows evidence 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.	School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.	School librarian 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 enrich the school's program.	School librarian 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 enrich the school's program.

### 1.4 Developing And Implementing A Plan To Evaluate The Library Program

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.  <i>- The librarian proactively responds to the evidence of the evaluation.</i>	School librarian'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.	School librarian has a rudimentary plan to evaluate the library program.	School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.

### 1.5 Establishing A Culture For Investigation And Love Of Literature

Highly Effective	Effective	Improvement Necessary	Ineffective
In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.	In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.	School librarian goes through the motions of performing the work of the position, but without any real commitment to it.	School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.

## 1.6 Establishing And Maintaining Library Procedures

Highly Effective	Effective	Improvement Necessary	Ineffective
Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.	Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

## 1.7 Organize Physical Space To Enable Smooth Flow

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian 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 and inviting.	School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.	School librarian 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.

## 1.8 Maintaining And Extending The Library Collection In Accordance With The Schools' Needs And Within Budget Limitations

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently	School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This	School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited	School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done

by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.	is done in some consultation with teaching colleagues or patron needs in mind.	consultation with teaching colleagues or with patron needs in mind.	without consultation with teaching colleagues or with patron needs in mind.
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## Domain 2: Effective Instruction

### 2.1 Creating An Environment Conducive To Learning

Highly Effective	Effective	Improvement Necessary	Ineffective
Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.	Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.	Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.

### 2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct.	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct	School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.
<i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i>	<ul style="list-style-type: none"> <li>- Content is clear, concise and well-organized</li> <li>- Librarian restates and rephrases instruction in multiple ways to</li> </ul>	<ul style="list-style-type: none"> <li>- Content occasionally lacks clarity and is not as well organized as it could be</li> <li>- Librarian may fail to restate or</li> </ul>	<ul style="list-style-type: none"> <li>- Librarian may deliver content that is factually incorrect</li> <li>- Explanations may be</li> </ul>

- Librarian fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding

- Librarian effectively connects content to other content areas, students' experiences and interests, or current events in order to make content relevant and build interest

- Explanations spark student excitement and interest in the content

- Students participate in each others' learning of content through collaboration during the lesson

- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level

increase understanding

- Librarian emphasizes key points or main ideas in content

- Librarian uses developmentally appropriate language and explanations

- Librarian implements relevant instructional strategies learned via professional development

rephrase instruction in multiple ways to increase understanding

- Librarian does not adequately emphasize main ideas, and students are sometimes confused about key takeaways

- Explanations sometimes lack developmentally appropriate language

- Librarian does not always implement new and improved instructional strategies learned via professional development

unclear or incoherent and fail to build student understanding of key concepts

- Librarian continues with planned instruction, even when it is obvious that students are not understanding content

- Librarian does not emphasize main ideas, and students are often confused about content

- Librarian fails to use developmentally appropriate language

### 2.3 Engage Students In Academic Content

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Librarian is highly effective at engaging students in academic content.</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <p>- Librarian provides ways to engage with content that</p>	<p>Librarian is effective at engaging students in academic content.</p> <p>-More than 3/4 of students are actively engaged in content at all times and not off-task</p> <p>-Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</p>	<p>Librarian needs improvement at engaging students in academic content.</p> <p>- Fewer than 3/4 of students are engaged in content and many are off- task</p> <p>- Librarian may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</p>	<p>Librarian is ineffective at engaging students in academic content.</p> <p>- Fewer than 1/2 of students are engaged in content and many are off-task</p> <p>- Librarian may only provide one way of engaging with content OR Librarian may provide multiple ways of engaging students that are not aligned</p>

<p>significantly promotes student mastery of the objective</p> <ul style="list-style-type: none"> <li>- Librarian provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do</li> <li>- Librarian effectively integrates technology as a tool to engage students in academic content</li> </ul>	<ul style="list-style-type: none"> <li>- Librarian sustains the attention of the class by maintaining a dynamic presence</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences</li> <li>- Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<ul style="list-style-type: none"> <li>- Librarian may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- Some students may not have the prerequisite skills necessary to fully engage in content and Librarian's attempt to modify instruction for these students is limited or not always effective</li> <li>- Students may appear to actively listen, but when it comes time for participation are disinterested in engaging</li> </ul>	<p>to the lesson objective or mastery of content</p> <ul style="list-style-type: none"> <li>- Librarian does not differentiate instruction to target different learning modalities</li> <li>- Most students do not have the prerequisite skills necessary to fully engage in content and Librarian makes no effort to adjust instruction for these students</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> </ul>
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## 2.4 Check For Understanding

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>School librarian is highly effective at checking for understanding.</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p> <ul style="list-style-type: none"> <li>- Librarian checks for understanding</li> </ul>	<p>School librarian is effective at checking for understanding.</p> <ul style="list-style-type: none"> <li>- Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an</li> </ul>	<p>School librarian needs improvement at checking for understanding.</p> <ul style="list-style-type: none"> <li>- Librarian sometimes checks for understanding of content, but misses several key moments</li> <li>- Librarian mostly gets an accurate "pulse" of the class's</li> </ul>	<p>School librarian is ineffective at checking for understanding.</p> <ul style="list-style-type: none"> <li>- Librarian rarely or never checks for understanding of content, or misses nearly all key moments</li> <li>- Librarian rarely or never gets</li> </ul>

<p>at higher levels by asking pertinent, scaffold questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</p> <ul style="list-style-type: none"> <li>- Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> </ul>	<p>accurate "pulse" of the class's understanding</p> <ul style="list-style-type: none"> <li>- Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly</li> <li>- Librarian uses a variety of methods to check for understanding</li> <li>- Librarian uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students</li> <li>- Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see note for examples)</li> </ul>	<p>understanding, but may not gain enough information to modify the lesson accordingly</p> <ul style="list-style-type: none"> <li>- Librarian may not use a variety of methods to check for understanding when doing so would be helpful</li> <li>- Librarian may not provide enough wait time after posing a question for students to think and respond before helping forward with content</li> <li>- Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students</li> <li>- Librarian may assess student mastery at the end of the lesson through formal or informal assessments, but may not use this information to drive subsequent lesson planning</li> </ul>	<p>an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson</p> <ul style="list-style-type: none"> <li>- Librarian frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer</li> <li>- Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students</li> <li>- Librarian rarely or never assesses for mastery at the end of the lesson</li> </ul>
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## 2.5 Modify Instruction As Needed

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>School librarian is highly effective at modifying instruction as needed.</p> <p><i>For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following:</i></p>	<p>School librarian is effective at modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for</li> </ul>	<p>School librarian needs improvement at modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Librarian may attempt to make adjustments based on checks for understanding, but these attempts may be misguided and may not increase</li> </ul>	<p>School librarian is ineffective at modifying instruction as needed.</p> <ul style="list-style-type: none"> <li>- Librarian rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail</li> </ul>

- Librarian anticipates student misunderstandings and preemptively addresses them
  - Librarian is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement
- most students
- Librarian differentiates delivery of instruction based on checks for understanding and assessment data to meet diverse student needs
  - Librarian responds to misunderstandings with effective scaffolding techniques
  - Librarian doesn't give up, but not succeeding continues to try to address misunderstanding with different techniques if the first try is not successful
- understanding for all students
- Librarian may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective
  - Librarian may persist in using a particular technique for responding to a misunderstanding, even when it is
- to increase understanding for students
- Librarian only responds to misunderstandings by using teacher-driven scaffolding techniques
  - Librarian repeatedly uses the same techniques to respond to misunderstandings, even when it is not succeeding

## 2.6 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian is highly effective at maximizing instructional time.	School librarian is effective at maximizing instructional time.	School librarian needs improvement at maximizing instructional time.	School librarian is ineffective at maximizing instructional time.
<p>For Level 4, all of the evidence listed under Level 3 is present, as well as the following:</p> <ul style="list-style-type: none"> <li>- All students are on-task and follow instructions of Librarian without much prompting</li> </ul>	<ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well executed.</li> <li>- Almost all students are on-task and follow instructions of librarian without much prompting</li> <li>- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are in place.</li> <li>- Significant prompting from the librarian is necessary for students to follow instructions and remain on task</li> <li>- Disruptive behaviors and off task conversations sometimes occur; they may not be addressed in the most effective manner and Librarian may have to stop the lesson frequently to address the problem</li> </ul>	<ul style="list-style-type: none"> <li>- There are few or no evident routines or procedures in place.</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson</li> </ul>

- Classroom management is generally poor and wastes instructional time

## 2.7 Assisting Students In The Use Of Technology In The Media Center

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian proactively initiates sessions to assist students and teachers in the use of technology.	School librarian institutes sessions to assist students and teachers in the use of technology.	School librarian assists students and teachers in the use of technology when specifically asked to do so.	School librarian declines to assist students and teachers in the use of technology.

## 2.8 Collaborating With Teachers In The Design Of Instructional Units And Lessons

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.	School librarian initiates collaboration with classroom teachers in the design of instructional lessons.	School librarian collaborates with classroom teachers in the design of instructional lessons.	School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

## 2.9 Engaging Students In Enjoying Literature And In Learning Multiple Literacy Skills

Highly Effective	Effective	Improvement Necessary	Ineffective
Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

## Domain 3: Leadership

### 3.1 Contribute To School Culture

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.	School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.	School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.	School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.

### 3.2 Collaborate With Peers

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.	School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.	School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.	School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.

### 3.3 Establishing, Evaluating, And Maintaining Library Procedures In Regards To Staffing, Student Or Parent Volunteers

Highly Effective	Effective	Improvement Necessary	Ineffective
Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.	Library assistants, students, or parent/community volunteers are clear as to their roles.	Library assistants, students, or parent/community volunteers are partially successful.	Library assistants, students, or parent/community volunteers are confused as to their role.

### 3.4 Advocate For Student Success

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.	School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.	School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.

### 3.5 Preparing And Submitting Reports And Budgets

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.	School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late

### 3.6 Communicating With The Larger Community

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.	School librarian engages in outreach efforts to parents and the larger community.	School librarian makes sporadic efforts to engage in outreach to parents or the larger community.	School librarian makes no effort to engage in outreach to parents or the larger community.

### 3.7 Participating In A Professional Community

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.	School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.	School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.

### 3.8 Seek Professional Skills And Knowledge

Highly Effective	Effective	Improvement Necessary	Ineffective
School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.	School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed.	School librarian's participation in professional development activities is limited to those that are mandatory.	School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.