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Association of Indiana
School Library Educators

Introduction

Student academic success corresponds with an effective school library program led by a certified school librarian. According to Indiana Administrative Code, "all schools" shall have a "media program that is an integral part of the educational program," supervised by a "licensed media specialist" and spend "at least eight dollars ($8) per student per year from its 22200 account to maintain its media program" (511 IAC 6.1-5-6, authorized under IC 20-19-2-8 and IC 20-31-4-17).

This rubric was developed by the Association of Indiana School Library Educators (AISLE), an affiliation of the Indiana Library Federation. The purpose is to align a school librarian's evaluation with best practices in the profession. Built off the RISE Indiana Teacher Effectiveness Rubric, this rubric makes extensive modifications to the planning and leadership domains (domains 1 and 3) and minor modifications to the teaching domain. These modifications emphasize the school librarian's role as a leader in collaboration, literacy, and inquiry while highlighting the importance of their teaching role, which extends beyond the physical library space.

The first iteration of this important tool was led by Robyn Young and Denise Keogh in 2012. The 2021 revisions were spearheaded by Debbie Acord, Chad Heck, Susie Highley, and Emily Wilt. Please send any questions regarding this rubric to info@ilfonline.org.

Allowable Modifications to the School Librarian Evaluation Rubric

We recommend using this document in its entirety. It represents best practices for school librarians. The following minor edits do not require AISLE's permission:

· Use of the rubric with all domains and competencies
· Addition of competencies
· Notes added to clarify the domains or competencies

Recent national research illustrates there is no standard title, and many different responsibilities, for the professionals who manage the learning and operations within the school library program. The rubric should not be changed to fit the current job description of the school librarian, but should be followed as an example of best practice in the field of school librarianship.

Expected Levels of Competency

Use established weights below when using the School Librarian Evaluation Rubric. While all domains and competencies must be included, these weights may be changed by individual schools.

Domain 1	30%
Domain 2	40%
Domain 3	30%

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Domain 1: Purposeful Planning

School librarian plans and develops a well-rounded library media program that meets the needs of their school community.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.1	Utilize knowledge of literature and current trends in library practice and information technology to inform library programming and purchasing	School librarian plans library collections and programming grounded in a rich understanding of literature and current trends in library practice to connect students and staff with resources and activities that meet their informational and recreational needs.	School librarian's understanding of literature and current trends in library practice inform their purchasing and programming decisions.	School librarian's purchasing and programming decisions are inconsistently based in knowledge of literature and current trends in library practice and information technology.	School librarian demonstrates little or no knowledge of trends and new literature resulting in outdated collections and programming.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.2	Establish and successfully implement goals for the school library program appropriate to the setting and the students served	School librarian develops goals based on evaluation of the library program and in consultation with students and colleagues. The goals for the program are communicated with appropriate stakeholders with regular assessments to determine if goals are being met. Librarian reflects on data from assessments to continue progress on goals.	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. The goal for the program is communicated with appropriate stakeholders.	School librarian's media program goals are rudimentary and partially suitable to the situation in the school and the age of the students. The goal for the program is established but not communicated with appropriate stakeholders.	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.

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		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.3	Curate physical and digital collections to meet academic, social, emotional, and recreational needs of the school community within budget limitations	School librarian evaluates and selects diverse, relevant resources that are widely accessible to support the school community. School librarian adheres to district and/or professional guidelines in selecting collection materials. The collection is regularly purged of outdated materials.	School librarian follows district and/or professional guidelines in selecting resources to support the school community. The collection is regularly purged of outdated materials.	School librarian curates basic resources for the school community.	School librarian fails to curate collections to meet the basic needs of the school community.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.4	Design library programs and lessons that are responsive to the individualized needs of learners	School librarian plans standards-based lessons and programs using a variety of differentiated instructional strategies, as well as accessible resources, anticipating where these will be needed to enhance learning and pursue personal interests. Anticipates potential barriers to access and takes steps necessary to remove those barriers.	School librarian plans standards-based lessons and programs using a variety of differentiated instructional strategies.	School librarian plans lessons and/or programs; however, lessons are not standards-based and/or one-size-fits-all.	There is no evidence of a cohesive library program.
	Notes *Examples of resources that may meet individualized needs include but are not limited to: large print, braille, audio, captioning, materials in native languages, and accessibility features available in instructional technology.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.5	Establish a culture that values reading and information inquiry	In interactions with students, colleagues, and the community, the school librarian conveys the essential nature of seeking information and reading. School librarian helps members of the school community develop skills in investigating and locating materials and resources according to their needs and interests.	School librarian conveys the importance of seeking information and reading literature; connects members of the school community with relevant material and resources.	School librarian provides materials for seeking information and reading for enjoyment, but does little to promote a culture of reading and inquiry.	School librarian does not demonstrate an appreciation for seeking information or reading.

Level of Performance

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.6	Establish and maintain library procedures in accordance with existing district policies	School librarian establishes, evaluates, and updates rules and expectations, routines, and procedures. School librarian regularly reviews the collection development policy and challenged materials reconsideration process to make recommendations for updates to the administration.	Library routines and procedures are established and functioning. Rules and expectations are established and clearly communicated. School librarian occasionally reviews the collection development policy and challenged materials reconsideration process.	Library routines and procedures have been established but are inconsistently implemented. Rules, expectations, and/or policies are inconsistent or unclear.	Library routines and procedures are ignored, non-existent, and/or inefficient.

	Level of Performance				
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.7	Design physical and digital spaces to ensure equitable access to the collection and programs.	School librarian maximizes effective use of the given physical environment by utilizing clear signage; adapts spaces to meet the needs of individuals and groups. School librarian creates and maintains a digital space that is easily accessed and clearly organized, resulting in ease of navigation for members of the school community.	School librarian makes effective use of the physical environment, utilizing clear signage and establishes spaces for individual and group use. School librarian creates and maintains a digital space to enable the school community to access resources.	School librarian's efforts to make use of the physical environment are incomplete or ineffective. School librarian compiles a list of resources in a digital space.	School librarian makes poor use of the physical environment, resulting in poor traffic flow and inadequate signage. A digital space is rarely updated or nonexistent.
	Notes *Digital space may refer to a school library's website/webpage, a page or course within a Learning Management System, or anywhere the librarian provides a hub for accessing their digital resources.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
1.8	Market the library program, including its collection and services	School librarian utilizes multiple techniques to strategically market the library program to both general and targeted student, staff, and wider school community groups.	School librarian markets the library program to the school community.	School librarian does little to promote the library program outside of the physical library space.	Nothing is done to promote the library program.
	Notes *Examples of marketing may include newsletters, book displays, social media posts, participating in book awards programs, flyers, school announcements, outreach, and inviting administrators to programs and events.*				

Domain 2: Effective Instruction

Librarians foster a climate of curiosity and respect. As reading, information, and digital literacy span content areas, school librarians must work collaboratively with other teachers in a variety of curricular areas to enhance student learning and achievement. School librarians can accomplish this using methods such as in-person instruction or synchronous and/or asynchronous lessons using online tools. Librarians further collaborate with school and/or district administrators to create and present goal-aligned professional development for colleagues.

In order to be highly effective, for Competencies 2.1 through 2.6, each says the librarian must show some of the following indicators. We define "some" as at least one. All of the indicators under "Effective" may not be shown in one observation but should be shown throughout the observation cycle.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.1	Develop student understanding and mastery of reading, information, and digital literacy skills	For this level, much of the Level 3 evidence is observed, as well as some of the following: Students go beyond repeating the stated objective, explaining what they are learning and why it is important. Teacher effectively engages prior knowledge of students in connecting to lessons. Students demonstrate through work or comments that they understand this connection.	Lesson objective is specific, measurable, and aligned to standards. It conveys what students are learning and what they will be able to do by the end of the lesson. Objective is written in a student-friendly manner and/or explained to students in easy-to-understand terms. Importance of the objective is explained so students understand why they are learning what they are learning. Lesson builds on students' prior knowledge of key concepts and skills and makes this connection evident to students. Lesson is well-organized to move students towards mastery of the objective.	Lesson objective conveys what students are learning and what they will be able to do by the end of the lesson, but may not be measurable or aligned to standards. Objective is stated but not in a student-friendly manner that leads to understanding. Teacher attempts explanation of objective's importance but students fail to understand. Lesson generally does not build on prior knowledge of students or students fail to make this connection. Organization of the lesson may not always be connected to mastery of the objective.	Lesson objective is missing more than one component. It may not be clear what students are learning about or will be able to do by the end of the lesson. There may not be a clear connection between the objective and lesson or the teacher may fail to make this connection for students. Teacher may fail to discuss importance of objective or there may not be a clear understanding among students as to why the objective is important. There may be no effort to connect objective to prior knowledge of students. Lesson is disorganized and does not lead to mastery of objective.

Level of Performance

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	Demonstrate and clearly communicate content knowledge to students	Highly effective at demonstrating and clearly communicating content knowledge to students. All the evidence listed under Level 3 is present, as well as some of the following: 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 other's 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.	School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct. Content is clear, concise and well-organized. Librarian restates and rephrases instruction in multiple ways to 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.	School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct. Content occasionally lacks clarity and is not as well organized as it could be. Librarian may fail to restate or 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.	Ineffective at demonstrating and clearly communicating content knowledge to students. Librarian may deliver content that is factually incorrect. Explanations may be unclear or incoherent and fail to build student understanding of key concepts. Librarian continues with planned instruction even when it is obvious that students do not understand content. Librarian does not emphasize main ideas and students are often confused about content. Librarian fails to use developmentally appropriate language.

Notes
Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.

Level of Performance

	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.3	Engage students in academic content	Librarian is highly effective at engaging students in academic content. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: Librarian provides ways to engage with content that significantly promotes student mastery of the objective. Librarian provides differentiated ways of engaging with content specific to individual student needs. The lesson progresses at an appropriate pace and students who finish early have something else meaningful to do. Librarian effectively integrates technology as a tool to engage students in academic content.	Librarian is effective at engaging students in academic content. More than 3/4 of students are actively engaged in content at all times and not off-task. Librarian provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective. Librarian sustains the attention of the class by maintaining a dynamic presence. Ways of engaging with content reflect different learning modalities or intelligences. Librarian adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge and ensure all students are engaged. ELL and IEP students have the appropriate accommodations to be engaged in content. Students work hard and are deeply active rather than passive/receptive. (See Notes below for specific evidence of engagement)	Librarian needs improvement at engaging students in academic content. Less than 3/4 of students are engaged in content and many are off-task. Librarian may provide multiple ways of engaging students but perhaps not aligned to lesson objective or mastery of content. Librarian may miss opportunities to provide ways of differentiating content for student engagement. 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. Students may appear to actively listen, but when it comes time for participation, are disinterested in engaging.	Librarian is ineffective at engaging students in academic content. Less than 1/2 of students are engaged in content and many are off-task. Librarian may only provide one way of engaging with content OR librarian may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content. Librarian does not differentiate instruction to target different learning modalities. 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. ELL and IEP students are not provided with the necessary accommodations to engage in content.
		Notes			

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Engagement is defined as on-task behavior. Some observable evidence of engagement may include, but is not limited to: (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hands-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic/tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.4	Check for Understanding	School librarian is highly effective at checking for understanding. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: Librarian checks for understanding at higher levels by asking pertinent scaffold questions that push thinking; accepts only high-quality student responses (those that reveal understanding or lack thereof). Librarian uses open-ended questions to surface common misunderstandings and assess student mastery of material at a	School librarian is effective at checking for understanding. Librarian checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate "pulse" of class's understanding. Librarian gains enough information during checks for understanding to modify the lesson and respond accordingly.	School librarian needs improvement at checking for understanding. Librarian sometimes checks for understanding of content, but misses several key moments. Librarian mostly gets an accurate "pulse" of class's understanding, but may not gain enough information to modify the lesson accordingly. Librarian may not use a variety of methods to check for understanding when doing so would be helpful. Librarian may not provide enough wait time after posing a question for students to think	School librarian is ineffective at checking for understanding. Librarian rarely or never checks for understanding of content, or misses nearly all key moments. Librarian rarely or never gets an accurate "pulse" of the class's understanding from checks and therefore cannot gain enough information to modify the lesson.

		range of both lower- and higher-order thinking.	Librarian uses a variety of methods to check for understanding. Librarian uses wait time effectively both after posing a question and before helping students think through a response. Librarian doesn't allow students to "opt-out" of checks for understanding and cycles back to these students. Librarian systematically assesses every student's mastery of the objective(s) at the end of each lesson through formal or informal assessments (see Notes for examples).	and respond before helping with an answer or moving forward with content. Librarian sometimes allows students to "opt-out" of checks for understanding without cycling back to these students. 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.	Librarian frequently moves on with content before students have a chance to respond to question or frequently gives students the answer rather than helping them think through the answer. Librarian frequently allows students to "opt-out" of checks for understanding and does not cycle back to these students. Librarian rarely or never assesses for mastery at the end of the lesson.

Notes
1. Two examples of occasions when checking for understanding may be useful is before moving on to the next step of the lesson or partway through independent practice.
2. Examples of how the teacher may assess student understanding and mastery of objectives:
   · Checks for Understanding: thumbs up/down, cold-calling
   · Do Nows/Bell Ringers
   · Turn and Talk/Pair Share
   · Guided or Independent Practice
   · Exit Slips

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.5	Modify instruction as needed	School librarian is highly effective at modifying instruction as needed. For Level 4, all of the evidence listed under Level 3 is present, as well as some of the following: 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.	School librarian is effective at modifying instruction as needed. Librarian makes adjustments to instruction based on checks for understanding that lead to increased understanding for 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 continues to try to address misunderstanding with different techniques if the first try is not successful.	School librarian needs improvement at modifying instruction as needed. Librarian may attempt to make adjustments based on checks for understanding but these attempts may be misguided and may not increase 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 not succeeding.	School librarian is ineffective at modifying instruction as needed. Librarian rarely or never attempts to adjust instruction based on checks for understanding and any attempts at doing so frequently fail 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.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.6	Maximize instructional time	School librarian is highly effective at maximizing instructional time. For Level 4, all of the evidence listed under Level 3 is present, as well as the following: All students are on-task and follow instructions of librarian without much prompting.	School librarian is effective at maximizing instructional time. Routines, transitions, and procedures are well-executed. Almost all students are on-task and follow instructions of librarian without much prompting. Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson.	School librarian needs improvement at maximizing instructional time. Routines, transitions, and procedures are in-place. Significant prompting from the librarian is necessary for students to follow instructions and remain on-task. 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.	School librarian is ineffective at maximizing instructional time. There are few or no evident routines or procedures in-place. Even with significant prompting, students frequently do not follow directions and are off-task. Disruptive behaviors and off-task conversations are common and frequently cause the librarian to have to make adjustments to the lesson. Classroom management is generally poor and wastes instructional time.

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
2.7	Assist students in the use of instructional tools and technologies	School librarian proactively initiates sessions to assist students and teachers in the use of instructional tools and technologies.	School librarian institutes sessions to assist students and teachers in the use of instructional tools and technologies.	School librarian assists students and teachers in the use of instructional tools and technologies when specifically asked to do so.	School librarian declines to assist students and teachers in the use of instructional tools and technologies.
2.8	Create an environment conducive to learning	Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting concern and sensitivity to student learning needs, cultures, and levels of development.	Interactions among the school librarian, students, and the classroom teachers are polite and respectful and appropriate to the learning needs, cultural, and developmental differences among students.	Interactions among 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 among the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to student learning needs, cultural, and developmental differences and are characterized by put-downs or conflict.
2.9	Collaborate with teachers in the design of instructional units and lessons	School librarian initiates collaboration with classroom teachers in the design of instructional lessons and curates resources to support learning.	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.	School librarian primarily works in isolation.

Domain 3: Leadership

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School librarians develop and sustain leadership roles within their school community to ensure the achievement of all students.

	Competencies	Level of Performance			
		Highly Effective (4)	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.1	Contribute to school culture	School librarian seeks out leadership opportunities within the school community that are aligned with school improvement initiatives. Librarian goes above and beyond in dedicating time for students and colleagues.	School librarian contributes ideas and expertise aligned with school improvement initiatives. Librarian dedicates time when needed to helping students and colleagues.	School librarian rarely contributes ideas and expertise aligned with school improvement initiatives. Librarian rarely dedicates time to helping students and colleagues.	School librarian does not contribute ideas aligned with school improvement initiatives. Little or no time is dedicated to helping students and colleagues.
	Notes *While an effective librarian actively contributes to the school culture, a highly effective librarian assumes a leadership role in at least one aspect of school culture.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.2	Collaborate with colleagues	Librarian collaborates with, co-teaches with, and coaches colleagues while partnering with administration to achieve district/school goals.	School librarian participates in regular opportunities to work with and learn from others. Librarian asks for assistance when needed and provides assistance to others in need.	School librarian participates in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian does not seek to provide other teachers with assistance when needed or does not regularly seek out opportunities to work with others.	School librarian rarely participates in opportunities to work with others. Librarian prioritizes working in isolation.
	Notes *1. A highly effective librarian seeks out opportunities to collaborate, whereas an effective librarian may collaborate when asked.* *2. An effective librarian builds relationships with colleagues that are characterized by mutual support and cooperation, whereas a highly effective librarian additionally takes initiative in assuming leadership among the faculty.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.3	Seek professional skills and knowledge	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.
	Notes *An effective librarian seeks and implements professional skills and knowledge, whereas a highly effective librarian additionally shares and facilitates this information with colleagues regularly.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.4	Advocate for student success	Librarian consistently demonstrates commitment to the education and social-emotional well-being of all students, including English learners, students with special needs, and high-ability learners. Librarian advocates, differentiates, and takes risks for student success.	School librarian displays commitment to the education and social emotional well-being of students. Librarian attempts to remedy obstacles around student achievement and advocates for individualized needs of students.	School librarian occasionally displays commitment to the education of his/her students. School librarian does not advocate for student needs.	School librarian rarely displays commitment to the education of his/her students. School librarian does not advocate for students' needs.
3.5	Prepare and submit reports and budgets	School librarian anticipates needs when preparing requisitions and budgets, and follows established procedures. Inventories and reports, if required, are submitted on time. Librarian analyzes collection, circulation, and program data on a regular basis and uses findings to make data-driven, fiscally responsible decisions.	School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports, if required, are submitted on time.	School librarian's efforts to prepare budgets inconsistently respond to student and teacher needs. Inventories and reports, if required, are sometimes submitted on time.	School librarian does not fulfill student and teacher needs when preparing requisitions. No budget is created to guide purchasing needs. School librarian does not follow established procedures. Inventories and reports, if required, are routinely late or incomplete.

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			Level of Performance		
	Competencies	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.6	Communicate with the larger community	School librarian proactively engages with their wider community 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	Participate in a professional community	School librarian develops a professional network and takes on leadership roles in a wider professional community that includes local, state, or national events.	School librarian participates in a wider professional community that includes local, state, or national contacts.	School librarian's participation in a wider professional community is minimal.	School librarian does not participate in a professional network and/or works in isolation.
	Notes *Professional network refers to librarians and other experts in related fields that support the school librarian's professional growth.*				

		Level of Performance			
	Competencies	**Highly Effective (4)**	**Effective (3)**	**Improvement Necessary (2)**	**Ineffective (1)**
3.8	Establish, evaluate, and maintain library procedures in regards to library staff or student assistants	Librarian establishes strategic routines and procedures that enable library staff and/or students to effectively contribute to the library program. Librarian consistently evaluates and updates routines and procedures to ensure continued success.	Librarian establishes routines and procedures that enable library staff and/or students to contribute to the library program. Librarian occasionally evaluates and updates routines & procedures to ensure continued success.	Routines and/or procedures are in-place but need to be updated or clarified in order to enable library staff and/or students to successfully contribute to the library program. Librarian may evaluate routines and procedures but does not act upon the results of the evaluation.	Routines and/or procedures for library staff and/or students are unclear or non-existent. Librarian does not evaluate routines and procedures.
3.9	Educate the school community regarding ethical use of information and media	School librarian recognizes and acts on opportunities to further educate members of the school community about ethical use of information and media. Collaborates with members of the school community to find ethical solutions to intellectual property issues and concerns.	School librarian regularly shares materials on the ethical use of information. Collaborates with members of the school community to find ethical solutions to intellectual property issues and concerns.	School librarian occasionally shares materials on the ethical use of information but does not offer to collaborate to find solutions.	School librarian does not share materials on the ethical use of information with students or staff.

Domain 4: Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

	Indicator	Does Not Meet Standard	Meets Standard
1	Attendance	Individual demonstrates a pattern of unexcused absences. *	Individual has not demonstrated a pattern of unexcused absences. *
2	On-Time Arrival	Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
3	Policies and Procedures	Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).	Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc.).
4	Respect	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.

Notes

1. Complying with policies and procedures includes but is not limited to: following IEP/504 plans, complying with discipline referral processes, parent communication expectations (typically emails or phone calls returned within 24 hours during the work week), providing sub plans, implementing school rules, maintaining accurate, up-to-date records, and dressing professionally. The sub-committee recommends discussion of dress code expectations. Establishing clear expectations about jeans, flip-flops, revealing attire, etc., will be important for consistency.

2. Demonstrating respect to students, parents, and colleagues includes maintaining appropriate (not too familiar) boundaries. Respectfully listening to negative feedback and maintaining emotional self-control even in heated situations is expected. Accepting constructive criticism is a hallmark of this standard.

3. It is understood that if an administrator has a concern about a teacher not meeting these standards, it will be called to the attention of the teacher as soon as possible so correction can ensue.

*It should be left to the discretion of the corporation to define "unexcused absence" in this context.

Works Cited

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