

Standards for Effective School Library Service

30% Library Leader and Manager
30% Teacher, Instructional Partner, and Reading Advocate
20% Information Specialist and Technology Coach
20% Professional Responsibilities

Note:

Underlined areas located under *Distinguished* will eventually move to *Proficient* as Saint Paul Public Schools implements strategies around Personalized Learning.

Domain 1: Library Leader and Manager

Create an environment that fosters collaboration, engaged and personalized learning, and resource-based instructional practices.
Select, curate and manage resources to achieve program goals.

Library Leader and Manager					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Library Program Development		<ul style="list-style-type: none"> Designs and develops a minimally coherent library program in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student recreational reading, and the efficient performance of administrative tasks 	<ul style="list-style-type: none"> Designs and develops a somewhat coherent library program in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student recreational reading, and the efficient performance of administrative tasks 	<ul style="list-style-type: none"> Designs and develops a coherent library program in its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student recreational reading, and the efficient performance of administrative tasks 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Designs and develops an exceptionally coherent library program its use of standards-based instruction, curation of print and digital resources, support for student research and inquiry-based learning, support for student recreational reading, and the efficient performance of administrative tasks
Information and Technology Literacy		<ul style="list-style-type: none"> Demonstrates minimal knowledge of current trends and best practices drawing on professional resources in information literacy, technology, and reading Rarely interprets, teaches, and promotes these literacies across the curriculum 	<ul style="list-style-type: none"> Demonstrates basic knowledge of current trends and best practices drawing on professional resources in information literacy, technology, and reading Sometimes interprets, teaches, and promotes these literacies across the curriculum 	<ul style="list-style-type: none"> Demonstrates solid knowledge of current trends and best practices drawing on professional resources in information literacy, technology, and reading Regularly interprets, teaches, and promotes these literacies across the curriculum 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in the district regarding information and technology literacy integration
Library Requisitions		<ul style="list-style-type: none"> Rarely responds to teacher/staff requests when preparing requisitions and budgets Rarely follows procedures regarding selection guidelines and purchasing procedures 	<ul style="list-style-type: none"> Sometimes responds to teacher/staff requests when preparing requisitions and budgets Sometimes follows procedures regarding selection guidelines and purchasing procedures 	<ul style="list-style-type: none"> Regularly responds to teacher/staff requests when preparing requisitions and budgets Regularly follows procedures regarding selection guidelines and purchasing procedures 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Anticipates teacher/staff requests and has discussions with teachers/staff prior to preparing requisitions and budgets
Library Procedures		<ul style="list-style-type: none"> Minimal or inefficient establishment of library routines and procedures, including management of instructional groups, transitions, materials and supplies, and performance of non-instructional duties 	<ul style="list-style-type: none"> Some establishment of library routines and procedures, including management of instructional groups, transitions, materials and supplies, and performance of non-instructional duties 	<ul style="list-style-type: none"> Consistent and efficient establishment of library routines and procedures, including management of instructional groups, transitions, materials and supplies, and performance of non-instructional duties 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Exceptional establishment of library routines and procedures, including management of instructional groups, transitions, materials and supplies, and performance of non-instructional duties
Library Program Evaluation		<ul style="list-style-type: none"> Rudimentary evaluation of the library program; the plan incorporates minimal evaluation of instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the school goals and mission 	<ul style="list-style-type: none"> Adequate evaluation of the library program including, instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the school goals and mission 	<ul style="list-style-type: none"> Well-developed plan to evaluate the library program; the plan incorporates ongoing evaluation of instruction, print and digital library materials, usage of library services, the state of the technology infrastructure and devices, the state of the physical space, and alignment to the school goals and mission 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Highly sophisticated plan to evaluate the library program

Library Leader and Manager

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Information Leader		<ul style="list-style-type: none"> Rarely reads and shares relevant professional literature about education, technology, and 21st century learning with the appropriate stakeholders (administration, teachers/staff, parents, etc.) Rarely posts relevant information for students 	<ul style="list-style-type: none"> Sometime reads and shares relevant professional literature about education, technology, and 21st century learning with the appropriate stakeholders (administration, teachers/staff, parents, etc.) Sometimes posts relevant information for students 	<ul style="list-style-type: none"> Regularly reads and shares relevant professional literature about education, technology, and 21st century learning with the appropriate stakeholders (administration, teachers/staff, parents, etc.) Regularly posts relevant information for students 	Meets Proficient AND: <ul style="list-style-type: none"> Ensures that administration, teachers/staff, parents, students, etc. have access to current and emerging trends through multiple means of representation
Relationships Between Librarian and Students		<ul style="list-style-type: none"> Library interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age of the students Interactions reflect inconsistencies, favoritism, or disregard for students' cultures Students exhibit disrespect for librarian or peers 	<ul style="list-style-type: none"> Librarian-student interactions are generally appropriate Students exhibit only minimal respect for librarian or peers 	<ul style="list-style-type: none"> Librarian-student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and librarian seeks input/advice on what are appropriate cultural norms for students outside of the librarian's culture Students exhibit respect for librarian and peers 	Meets Proficient AND: <ul style="list-style-type: none"> Recognizes student contributions to the classroom community Creates an environment where students build relationships with the librarian not just the librarian building relationships with students
High Behavioral Expectations & School Adopted Discipline Plans		<ul style="list-style-type: none"> Few to no standards of conduct for rituals and routines appear to have been established Minimal implementation of district or school rules and procedures is evident Students are confused as to what is expected of them in the library 	<ul style="list-style-type: none"> Standards of conduct for rituals and routines appear to have been established in the classroom Some implementation of school rules and procedures is evident Students appear to understand what is expected of them some of the time in the library 	<ul style="list-style-type: none"> Standards of conduct for rituals and routines are clear to all students and appear to have been co-created with student input School rules and procedures are fully implemented Virtually all students appear to understand what is expected of them most of the time in the library 	Meets Proficient AND: <ul style="list-style-type: none"> Standards of conduct for rituals and routines are modified based on students' needs Assists with developing school rules and procedures All students appear to understand what is expected of them all of the time
Behavior Monitoring and Response		<ul style="list-style-type: none"> Student behavior is not monitored in the library Unaware of what students are doing Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity 	<ul style="list-style-type: none"> Sometimes intervenes to redirect student behavior in the library May miss behaviors of some students Attempts to respond to misbehavior, but with uneven results 	<ul style="list-style-type: none"> Alert to student behavior at all times in the library Monitoring is preventative and consistent Response to misbehavior is appropriate and results in the desired behavior Response is sensitive to students' individual needs 	Meets Proficient AND: <ul style="list-style-type: none"> Monitoring is subtle and preventative <u>Students monitor their own and their peers' behavior, correcting one another respectfully</u> Response to misbehavior is highly effective
Expectations for Para-professionals		<ul style="list-style-type: none"> Little to no delegation of duties to the support staff Rarely uses support staff to promote library services and goals; rarely develop specific plans for support staff Delegates too much to the support staff Support staff are underutilized 	<ul style="list-style-type: none"> Sometimes or inconsistently delegates duties to the support staff Sometimes uses support staff to promote library services and goals; specifically plans for the support staff Inconsistently clarifies and/or reinforces expectations of the support staff 	<ul style="list-style-type: none"> Clearly articulates duties to the support staff Regularly uses support staff to promote library services and goals; specifically plans for the support Continuously clarifies and reinforces expectations of the support staff 	Meets Proficient AND: <ul style="list-style-type: none"> Partners with the support staff to add additional perspectives to library services, information technology, and literacy
Engaging Families		<ul style="list-style-type: none"> Does not attempt to engage families in student learning opportunities Rarely builds relationships with families Seldom seeks opportunities to learn about cultures, race, and backgrounds of families Does not create a welcoming environment for families 	<ul style="list-style-type: none"> Attempts to engage families in student learning opportunities Builds relationships with some families, but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families 	<ul style="list-style-type: none"> Routinely engages families in learning opportunities by providing accessible ways for families to participate; crafts lessons that involve student family interaction Builds reciprocal relationships with most families and sees them as an asset in student learning Routinely seeks opportunities to learn about the cultures, race, and backgrounds of families Creates a welcoming environment for families 	Meets Proficient AND: <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in student learning Works with families in the community outside the school

Domain 2: Teacher and Instructional Partner

Develop and implement information and technology literacy instruction as an integral part of the curriculum.

Use research-based understanding of reading instruction, content, and information and technology literacy standards to create an environment that fosters literacy and personalized learning across the school.

Teacher and Instructional Partner					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Pedagogical and Content Knowledge		<ul style="list-style-type: none"> Displays little understanding of professional practices for content pedagogy, literature, and the integration of technology Shows little understanding of the subject being taught 	<ul style="list-style-type: none"> Displays basic understanding of professional practices for content pedagogy, literature, and the integration of technology Shows some understanding of the subject being taught 	<ul style="list-style-type: none"> Displays solid understanding of professional practices for content pedagogy, literature, and the integration of technology Shows solid content knowledge based on lessons and response to questioning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Shares pedagogical and/or content knowledge with other staff to impact practices of others Published in content area Presenter or leader for professional organization
Literature and Reading Expertise		<ul style="list-style-type: none"> Demonstrates minimal knowledge of literature and resource materials to help students and staff select books or other materials to match their needs and interests Rarely uses both print and digital strategies and tools to encourage reading for pleasure and lifelong learning Rarely creates reading activities and opportunities that engage students beyond typical classroom assignments 	<ul style="list-style-type: none"> Demonstrates basic knowledge of literature and resource materials to help students and staff select books or other materials to match their needs and interests Sometimes uses both print and digital strategies and tools to encourage reading for pleasure and lifelong learning Sometimes creates reading activities and opportunities that engage students beyond typical classroom assignments 	<ul style="list-style-type: none"> Demonstrates solid knowledge of literature and resource materials to help students and staff select books or other materials to match their needs and interests Consistently uses both print and digital strategies and tools to encourage reading for pleasure and lifelong learning Consistently creates reading activities and opportunities that engage students beyond typical classroom assignments 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Partners with teachers, school staff, and the community to promote reading programs and initiatives
Authentic Learning Supports SPPS Standards		<ul style="list-style-type: none"> Learning tasks have little to no connection to standards or little to no support of SPPS curriculum Activities sometimes reflect a learning outcome 	<ul style="list-style-type: none"> Learning tasks sometimes connect to standards and/or support SPPS curriculum Activities reflect a learning outcome and students are sometimes involved in authentic learning activities 	<ul style="list-style-type: none"> Learning tasks consistently connect to standards and support SPPS curriculum Activities reflect a learning outcome and students are regularly involved in authentic learning activities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Students routinely select and adapt authentic learning activities to meet and support SPPS standards</u>
High Academic Expectations		<ul style="list-style-type: none"> Some academic expectations are rigorous with some busywork Conveys a negative attitude toward the content Some students receive the message that they are expected to attain high standards in learning and some students do not 	<ul style="list-style-type: none"> Most academic expectations are rigorous with minimal busywork Communicates importance of work, but with little conviction and minimal buy-in by students Most students consistently receive the message that they are expected to attain high standards in learning 	<ul style="list-style-type: none"> High rigor in which students have multiple opportunities to achieve Actions (verbal and non-verbal) reinforce belief that all students can learn Virtually all students receive the consistent message that they are expected to attain high standards in learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Both students and librarian maintain a culture of high academic expectations
Content Delivery Respects Diverse Groups		<ul style="list-style-type: none"> Displays little understanding of diverse student populations May display favoritism or ignore student groups Students are minimally able to show up as their authentic selves through the content and library services 	<ul style="list-style-type: none"> Shows some understanding of diverse student populations Attempts to include all learners regardless of cultural background but not consistently or successfully Students are sometimes able to show up as their authentic selves through the content and library services 	<ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural groups Shows an understanding of all learners and attempts to adapt instruction to make content accessible for all Students are able to show up as their authentic selves through the content and library services 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Realness is present – students question and inquire about what and how they are taught Displays continuing search for best practice pertaining to diverse learners
Collaboration with Teachers		<ul style="list-style-type: none"> Rarely collaborates with teachers to design, deliver, and assess learning experiences that meet specific learning objectives Lessons rarely promote research skills and critical thinking Co-teaching strategies and roles are seldom matched to the objectives of the lesson and student needs 	<ul style="list-style-type: none"> Sometimes collaborates with teachers to design, deliver, and assess learning experiences that meet specific learning objectives Lessons sometimes promote research skills and critical thinking Co-teaching strategies and roles are sometimes matched to the objectives of the lesson and student needs 	<ul style="list-style-type: none"> Regularly collaborates with teachers to design, deliver, and assess learning experiences that meet specific learning objectives Lessons consistently promote research skills and critical thinking Co-teaching strategies and roles are regularly matched to the objectives of the lesson and student needs 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Seeks out and initiates collaboration with teachers Strategically and effectively uses a variety of co-teaching strategies based on the lesson objectives and needs of students

Teacher and Instructional Partner

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Co-Written Lesson Plans with Teachers		<ul style="list-style-type: none"> Lesson plans are unavailable or inconsistently available when asked Lesson plans are incomplete and missing more than one of the following: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment No accommodations planned for differentiation 	<ul style="list-style-type: none"> Lesson plans are available consistently when asked but May be incomplete with no more than one of the following missing: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies, means of assessment Some accommodations planned for differentiation 	<ul style="list-style-type: none"> Lesson plans are available consistently when asked and Are complete: reference to standards, measurable objective(s) for student learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for students to practice, means of assessment Accommodations planned for differentiation of most learners 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Includes accommodations for all learners
Program and Instruction Objectives/ Goals		<ul style="list-style-type: none"> Goals are seldom stated or no goals are stated. If stated, goals are not measurable Goals are rarely and/or never clear or are stated as student activities Goals rarely take into account the varied learning needs of individual students or groups Goals rarely align to standards 	<ul style="list-style-type: none"> Goals are stated and sometimes measurable Goals are inconsistently clear and may include activities Goals sometimes take into account the varied learning needs of individual students or groups Goals sometimes align to standards 	<ul style="list-style-type: none"> Goals are stated and measurable Goals are consistently clear and are NOT activities Goals regularly take into account varied learning needs of individual students or groups Goals regularly align to standards 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> All students can identify the measurable goal and explain it in their own words <u>Goals are often student created</u> Goals always take into account varied learning needs Able to articulate rationale for the selection of goals and how they explicitly support standards
Accessing Prior Learning		<ul style="list-style-type: none"> Limited attempts to access prior knowledge Displays limited understanding of prior knowledge for students Rarely or never considers the current skills of the students Infrequently recognizes students' interests/experiences to access prior learning Infrequently recognizes students' racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Occasionally attempts to access prior knowledge Displays some understanding of prior knowledge for some students Occasionally considers the current skills of the students Occasionally recognizes some students' interests/experiences to access prior learning Occasionally recognizes students' racial and ethnic diversity to access prior learning 	<ul style="list-style-type: none"> Regularly attempts to access prior knowledge Displays solid understanding of prior knowledge for most students Regularly identifies and applies appropriate instruction to the current skills of the students to meet most needs Regularly recognizes students' interests/experiences and uses them to provide developmentally appropriate activities to access prior learning Regularly recognizes students' racial and ethnic diversity and uses it to engage students' prior learning 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Displays solid understanding of prior knowledge for all students in the class, including diverse language and learning needs Consistently uses knowledge of individual student skill levels to meet all student needs Always recognizes students' interests, and students are able to share interests/experiences to engage other learners Always recognizes students' racial and ethnic diversity and uses it to engage students' prior learning
Modeling		<ul style="list-style-type: none"> Minimal modeling Instructions are unclear or disorganized Instructs with minimal monitoring of student comprehension or learning styles 	<ul style="list-style-type: none"> Modeling occurs, but components are missing such that students have difficulty proceeding with the task Instructions are sometimes clear and organized Delivers new information with little regard to student's various learning styles Instructions are given with some regard to the thought process behind them 	<ul style="list-style-type: none"> Demonstrates the thinking, speaking, reading, writing, and/or actions that students will be required to perform Instructions are clear, concise, and logically organized Instructions are given with developmentally appropriate scaffolding including written and visual representations that address various learning styles Encourages students to make deductions in order to explore the new concepts Students are interacting with the librarian and each other during modeling 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Links the instructional purpose of the modeling to college, career, and/or life-long learning Points out possible areas of misunderstanding during modeling
Instructional Techniques		<ul style="list-style-type: none"> Utilizes a minimal variety of instructional techniques which do not consider effective strategies for students with diverse language and learning needs 	<ul style="list-style-type: none"> Sometimes attempts varied instructional techniques but is inconsistent Returns to less effective instructional practices if something new does not work 	<ul style="list-style-type: none"> Routinely utilizes a variety of best practice instructional techniques that include effective strategies for students with diverse language and learning needs Effective instructional practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness) 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Students demonstrate their ability to access these resources and strategies independently to experience success Shows exceptional creativity and flexibility in facilitating learning

Teacher and Instructional Partner

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Differentiation		<ul style="list-style-type: none"> Minimal or no modification to product, process, or content to differentiate library services Few or no students receive differentiated instruction while participating in library services 	<ul style="list-style-type: none"> Inconsistent modification to product, process, or content to differentiate library services Some students receive differentiated instruction while participating in library services 	<ul style="list-style-type: none"> Regular and ongoing modification to product, process, or content to differentiate library services Virtually all students receive differentiated instruction while participating in library services 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Differentiated instruction accommodates student voice and choice leading to personalization</u>
Questioning and Discussion		<ul style="list-style-type: none"> Uses questioning and discussion to involve few students (i.e. wait time, level of questions) Uses questioning and discussion with little or no active listening evidenced among the class members Sequencing of questions is not purposeful Uses little or no discussion in the classroom 	<ul style="list-style-type: none"> Uses questioning and discussion to involve some students (i.e. wait time, level of questions) Uses questioning and discussion and some active listening is evidenced among the class members Sequencing of some questions with minimal regard to students' learning needs 	<ul style="list-style-type: none"> Uses questioning and discussion to involve every student, regardless of ability (i.e. wait time, level of questions) Uses questioning and discussion; participation consists of speaking and/or active listening Uses questioning and discussion that displays a variety of culturally responsive techniques purposely chosen by the librarian to ensure all are participating and considering student input Sequencing of most questions is purposeful and scaffolds learning for all Uses questioning and discussion for higher order thinking 	Meets Proficient AND: <ul style="list-style-type: none"> <u>Students create their own questions around the topic of study for group discussion</u> Students lead the discussion with little direction from the librarian Sequencing of questions is purposeful and scaffolds learning for all
Engaging Students in Learning		<ul style="list-style-type: none"> Few students are authentically or actively engaged in the lesson/library services or are off-task Little awareness of when students are not engaged Seldom takes overt action to re-engage students and/or increase student engagement 	<ul style="list-style-type: none"> Some students are authentically and actively engaged in the lesson/library services Some awareness of when students are not engaged Sometimes takes overt action to re-engage students and/or increase student engagement 	<ul style="list-style-type: none"> Virtually all students are authentically and actively engaged in the lesson/library services Consistent awareness of when students are not engaged Routinely takes overt action to re-engage students and/or increase student engagement 	Meets Proficient and: <ul style="list-style-type: none"> <u>Students show ownership in authentic self-directed learning</u>

Domain 3: Information Specialist and Technology Coach

Select, organize, and make accessible a collection of current, high quality digital and print resources tailored to student interests and abilities and aligned with district and school curriculum. Ensure efficient access to digital age learning resources.

Support teachers in the design and delivery of technology-enhanced learning experiences.

Information Specialist and Technology Coach

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Organization of Materials and Library		<ul style="list-style-type: none"> Minimal systems of organization are noted Library is cluttered and materials are in disarray Library arrangement does not support safety and ease of movement 	<ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Library has some evidence of organization and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various learning activities with limited effectiveness 	<ul style="list-style-type: none"> System of organization is clear to students and supports student learning Library is neat, clean, and uncluttered; materials are readily available Library is safe and the furniture and/or space arrangement is a resource for learning activities 	Meets Proficient AND: <ul style="list-style-type: none"> Student input has been considered in creating the system and student suggestions for improvement are welcomed Library is safe and accessible and students can adjust the furniture and/or utilize space to advance their own purposes in learning
Library Services and Materials Recognize Students Interests, Abilities, and Experiences		<ul style="list-style-type: none"> Seldom crafts library services and materials that embed students' experiences, interests, and backgrounds Seldom incorporates interests into real life application of library services and materials Minimally creates student learning experiences that are racially and culturally relevant 	<ul style="list-style-type: none"> Sometimes crafts library services and materials that embed students' experiences, interests, and backgrounds Sometimes incorporates interests into real life application of library services and materials Sometimes creates student learning experience that are racially and culturally relevant 	<ul style="list-style-type: none"> Routinely crafts library services and materials that embed students' experiences, interests, and backgrounds Regularly incorporates interests into real life applications of library services and materials Regularly creates student learning experiences that are racially and culturally relevant 	Meets Proficient AND: <ul style="list-style-type: none"> Provides student choices based on each student's individual experiences
Function of Technology Used in Instruction		<ul style="list-style-type: none"> Does not use available technology as an instructional tool in student learning 	<ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change 	<ul style="list-style-type: none"> Uses available technology to augment or modify practices as well as for substitution 	Meets Proficient AND: <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
Students Accessing and Presenting Information		<ul style="list-style-type: none"> Only offers students a single pathway to access and present information 	<ul style="list-style-type: none"> Offers students few pathways to access and present information 	<ul style="list-style-type: none"> Offers students multiple pathways to access and present information 	Meets Proficient AND: <ul style="list-style-type: none"> Provides students with voice and choice about options for accessing and presenting information
Collection Development & Management		<ul style="list-style-type: none"> Rarely follows district and professional guidelines in selecting materials for the collection Rarely keeps student needs at the forefront of collection development Rarely consults with teachers/staff regarding collection development Rarely purges the collection of outdated materials 	<ul style="list-style-type: none"> Sometimes follows district and professional guidelines in selecting materials for the collection Sometimes keeps student needs at the forefront of collection development Rarely consults with teachers/staff regarding collection development 	<ul style="list-style-type: none"> Regularly follows district and professional guidelines in selecting materials for the collection Regularly keeps student needs at the forefront of collection development Regularly consults with teachers/staff regarding collection development Periodically purges the collection of outdated materials 	Meets Proficient AND: <ul style="list-style-type: none"> Regularly meets with departments and district content leaders to ensure alignment and support of teaching and learning Regularly seeks input from students regarding collection content
Collection Access		<ul style="list-style-type: none"> Minimal effort made to ensure effective, efficient access to print and digital materials by all stakeholders Rarely markets new materials to staff and students 	<ul style="list-style-type: none"> Some effort made to ensure effective, efficient access to print and digital materials by all stakeholders Sometimes markets new materials to staff and students 	<ul style="list-style-type: none"> Focused effort made to ensure effective, efficient access to print and digital materials by all stakeholders Regularly markets new materials to staff and students 	Meets Proficient AND: <ul style="list-style-type: none"> Takes on a leadership role in the district regarding effective, efficient access to print and digital materials
Outside Resources & Partnerships		<ul style="list-style-type: none"> Rarely seeks resources beyond the school library, including public library, state funded resources, etc. Rarely seeks partners to enrich information literacy, technology, and fluency 	<ul style="list-style-type: none"> Sometimes seeks resources beyond the school library, including public library, state funded resources, etc. Sometimes seeks partners to enrich information literacy, technology, and fluency 	<ul style="list-style-type: none"> Actively seeks resources beyond the school library, including public library, state funded resources, etc. Actively seeks partners to enrich information literacy, technology, and fluency 	Meets Proficient AND: <ul style="list-style-type: none"> Leads others in identifying available resources to support learning, school, and district goals

Domain 4: Professional Responsibilities

Professional Responsibilities					
	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		<ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or teams 	<ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires 	<ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		<ul style="list-style-type: none"> Uses minimal reflection and self-assessment of instruction Unwilling to look inward for improvement 	<ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess instructional effectiveness and make modifications in practice/instruction 	<ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and student data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends, or participation in other leadership development opportunities 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		<ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete 	<ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or students 	<ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience
Feedback		<ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, and/or students Resistant to changes in professional practices 	<ul style="list-style-type: none"> Open to feedback from colleagues, administrators, and students Open to change of professional practice when provided feedback 	<ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, and students Implements change in professional practice based on feedback 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		<ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices 	<ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices 	<ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all students 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues and/or preservice librarians in reflective practice methods to improve instruction
Communication with Families		<ul style="list-style-type: none"> Families rarely receive information about library programming, special programs/events, or literacy opportunities Difficult for families to contact or does not respond when contacted 	<ul style="list-style-type: none"> Families occasionally receive information about library programming, special programs/events, or literacy opportunities Information is available to families, but ways of being contacted are not communicated through multiple methods 	<ul style="list-style-type: none"> Families routinely receive information about library programming, special programs/events, or literacy opportunities Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Utilizes school/district resources to communicate in home language 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' academic success at home
Service to School/District		<ul style="list-style-type: none"> Does not support the school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school and/or SPPS policies and procedures Inconsistently involved in required school and/or district events 	<ul style="list-style-type: none"> Understands and supports the school mission/vision Understands and supports the district's strategic plan, mission, and vision Complies with school and SPPS policies and procedures and acts in a professional and ethical manner 	<ul style="list-style-type: none"> Makes decisions that support and reflect the school mission/vision Makes decisions that support and reflect the district's strategic plan, mission, and vision Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school and district events 	<p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school and/or district events

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Record Keeping		<ul style="list-style-type: none"> Records are in disarray resulting in errors and confusion Inconsistently completes administrative library related reports in a timely manner including inventories 	<ul style="list-style-type: none"> Maintains records 	<ul style="list-style-type: none"> Maintains accurate and up-to-date records Consistently completes administrative library related reports in a timely manner including inventories 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in mentoring colleagues in library reports and inventorying
TD&E Components (summative evaluation)		<ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed 		<ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely 	Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school

Summary

Areas of Strength:

Areas of Growth:

Next Steps: