

DOMAIN 1 for Library/Media Specialists: Planning & Preparation

DOMAIN 1: Planning & Preparation	UNSATISFACTORY	NEEDS IMPROVEMENT (Developing/Basic)	EFFECTIVE (Proficient)	HIGHLY EFFECTIVE (Distinguished)
1a- Demonstrating knowledge of literature and current trends in library/media practice & information technology.	Library/media specialist demonstrates little or no knowledge of literature & current trends in practice & information technology	Library/media specialist demonstrates limited knowledge of literature & current trends in practice & information technology	Library/media specialist demonstrates thorough knowledge of literature & current trends in practice & information technology	Drawing on extensive professional resources, L/MS demonstrates rich understanding of literature & current trends in info technology.
1b- Demonstrating knowledge of the school's program and student needs within that program.	Library/media specialist demonstrates little or no knowledge of the school's content standards or student needs for info skills within standards.	Library/media specialist demonstrates basic knowledge of school's content standards & students needs for info skills within standards.	Library/media specialist demonstrates thorough knowledge of school's content standards & student needs for info skills within standards.	Library/media specialist takes leadership role in school & district to articulate student needs for info technology within school academic program
1c- Establishing goals for the library/media program appropriate to the setting and the students served.	Library/media specialist has no clear goals for media program, or they are inappropriate to either school situation or the age of the students.	Library/media specialist's goals for media program are rudimentary & partially suitable to school situation and the age of the students.	Library/media specialist's goals for media program are clear & appropriate to school situation and to the age of the students.	L/MS goals for media program are highly appropriate to school, age of students, & has been developed following consultations with students & colleagues.
1d- Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan.	L/MS demonstrates little/no knowledge of resources available for students & teachers in school, other schools in district, & larger community to advance program goals.	L/MS demonstrates basic knowledge of resources available for students & teachers in school, other schools in district & larger community to advance program goals.	Library/media specialist is fully aware of resources available for students & teachers in school, other schools in district, & larger community to advance program goals.	Library/media specialist is fully aware of resources available for students & teachers & actively seeks new resources from a wide range of sources to enrich school's program.
1e- Planning the library/ media program integrated with the overall school program.	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle & includes a number of worthwhile activities, but some don't fit with broader goals.	Library/media specialist's plan is well designed to support both teachers & students in their needs.	L/MS's plan is highly coherent, taking into account the competing demands of scheduled library time, consultative work with teachers, & maintaining & extending the collection; the plan has been developed after consultation w/teachers.
1f- Developing a plan to evaluate the library/media program.	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	L/MS'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.	L/MS's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an on-going basis.

DOMAIN 2 for Library/Media Specialists: The Environment

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2a- Creating an environment of respect and rapport.	Interactions between L/MS & students are negative, inappropriate, or insensitive to student's cultural backgrounds & characterized by sarcasm, put downs or conflict.	Interactions between L/MS & students are appropriate and free from conflict. There are occasional displays of insensitivity or lack of responsiveness to cultural/developmental differences among students.	Interactions between L/MS & students are polite and respectful, reflecting general warmth & caring. Appropriate to cultural & developmental differences among groups of students.	Interactions between L/MS, students, & teachers are highly respectful, reflecting genuine warmth & caring & sensitivity to student's cultures & levels of development. Students ensure high levels of civility among themselves
2b- Establishing a culture for investigation & love of literature.	L/MS conveys a sense that the work of seeking information & reading literature is not worth the time & energy required.	L/MS goes through the motions of performing the work of the position, but without any real commitment to it.	L/MS conveys the importance of seeking information & reading literature to students & colleagues.	L/MS conveys a sense of seeking info & reading lit with students & colleagues, who have internalized these values.
2c- Establishing & maintaining library procedures.	Media center routines & procedures are either non-existent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines & procedures have been established, but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines & procedures have been established & function smoothly. Library assistants are clear as to their role.	Media center routines & procedures are seamless in operation. Library assistants work independently & contribute to success of the Media Center.
2d- Managing student behavior.	There is no evidence that standards of conduct have been established & there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the L/MS has made an effort to establish standards of conduct for students and tries to monitor student behavior & respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and L/MS monitors student behavior against those standards. L/MS's response to student misbehavior is appropriate & respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. L/MS's monitoring of student behavior is subtle and preventative. Response to misbehavior is sensitive to individual student needs. Students take an active role in monitoring standards of behavior.
2e- Organizing physical space to enable smooth flow.	L/MS makes poor use of physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas & computer use, & general confusion.	L/MS's efforts to make use of physical environment are uneven, resulting in occasional confusion.	L/MS makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	L/MS makes highly effective use of physical environment, resulting in clear signage, excellent traffic flow, & adequate space devoted to work areas & computer use. Book displays are attractive & inviting.

DOMAIN 3 for Library/Media Specialists: Delivery of Service

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3a- Maintaining extending the library collection in accordance with the school's needs & within budget limitations.	L/MS fails to adhere to district or professional guidelines in selecting materials for collection & does not periodically purge outdated material. Collection is unbalanced in different areas.	L/MS is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection & establish balance.	L/MS adheres to district or professional guidelines in selecting materials for collection & periodically purges the collection of outdated material. Collection is balanced in different areas.	L/MS selects materials for collection through thoughtful consultation with colleagues. Periodically purges out-of-date materials, and balances collection among different areas.
3b- Collaborating with teachers in the design of instructional units & lessons.	L/MS declines to collaborate with classroom teachers in design of instructional lessons & units.	L/MS collaborates with classroom teachers in design of instructional lessons & units when asked to do so.	L/MS initiates collaboration with classroom teachers in design of instructional lessons & units.	L/MS initiates collaboration with classroom teachers in design of instructional lessons & units, locating additional resources from outside the school.
3c- Engaging students in enjoying literature & learning info skills.	Students are not engaged in enjoying literature and learning info skills b/c of poor design of activities, poor grouping strategies, inappropriate materials.	Only some students are engaged in enjoying literature and learning info skills due to uneven activity design, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and learning info skills b/c of effective activity design, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and learning info skills & take initiative in ensuring the engagement of peers.
3d- Assisting students & teachers in the use of technology in L/MC.	L/MS declines to assist students & teachers in the use of technology in the Media Center.	L/MS assists students and teachers in the use of technology in L/MC when specifically asked to do so	L/MS initiates sessions to assist students & teachers in use of technology in the L/MC.	L/MS is proactive in initiating sessions to assist students & teachers in using technology in MC
3e- Demonstrating flexibility & responsiveness.	L/MS adheres to the plan, in spite of evidence of its inadequacy.	L/MS makes modest changes in the library/media program when confronted with evidence of the need for change.	L/MS makes revisions to the library/media program when they are needed.	L/MS is continually seeking ways to improve the library/media program & makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 for Library/Media Specialists: Professional Responsibilities

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4a- Reflecting on practice.	L/MS does not reflect on practice or the reflections are inaccurate or self-serving.	L/MS's reflection is moderately accurate & objective, without citing specific examples and with only global suggestions as to how it might be improved.	L/MS's reflection provides an accurate & objective description of practice. L/MS makes some specific suggestions as to improvements of the media program.	L/MS's reflection is highly accurate & perceptive, citing specific examples. L/MS draws on extensive repertoire to suggest alternative strategies & their likely success.
4b- Preparing and submitting reports & budgets.	L/MS ignores teacher requests when preparing requisitions & budgets or does not follow established procedures. Inventories & reports are routinely late.	L/MS's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories & reports are sometimes submitted on time.	L/MS honors teacher requests when preparing requisitions & budgets & follows established procedures. Inventories & reports are submitted on time.	L/MS anticipates teacher needs when preparing requisitions & budgets, follows established procedures & suggests improvements to them. Inventories & reports submitted on time.
4c- Communicating with the larger community.	L/MS makes no effort to engage in outreach efforts to parents or the larger community.	L/MS makes sporadic efforts to engage in outreach efforts to parents & community.	L/MS engages in outreach efforts to parents and the larger community.	L/MS is proactive in reaching out to parents & establishing contracts w/ outside libraries that are mutually beneficial.
4d- Participating in a Professional Learning Community.	L/MS's relationships with colleagues are negative or self-serving. Avoid being involved in school & district events/projects.	L/MS's relationships with colleagues are cordial. Participates in school & district events when specifically requested.	L/MS participates actively in school/district events and maintains positive & productive relationships with colleagues.	L/MS makes a substantial contribution to school & district events/projects and assumes leadership with colleagues.
4e- Engaging in Professional Development	L/MS does not participate in a PD activities, even when such activities are clearly needed for the enhancement of skills.	L/MS's participation in PD activities is limited to those that are convenient or are required.	L/MS seeks out opportunities for PD based on individual assessment of need.	L/MS actively pursues PD opportunities & makes a substantial professional contribution by offering workshops to colleagues.
4f- Showing professionalism.	L/MS displays dishonesty in interactions with colleagues, students, and the public. Violates copyright laws.	L/MS is honest in interactions with colleagues, students, and the public. Respects copyright laws.	L/MS displays high standards of honesty & integrity in interactions with colleagues, students & the public. Carefully adheres to copyright laws	L/MS can be counted on to hold the highest standards of honesty & integrity & takes leadership role with colleagues. Ensures there is no plagiarism or violation of copyright.