LOUISIANA/LINCOLN PARISH

K-5 Library Media Specialist

Performance Evaluation Rubric

LINCOLN PARISH SCHOOLS

DEPARTMENT of EDUCATION
louisiana Believes

K-5 SCHOOL LIBRARY MEDIA SPECIALIST EVALUATION RUBRIC

STANDARD 1: LEARNING ENVIRONMENT

The library media program learning environment: 1) supports the mission and goals of the district and school and promotes development and skills and attitudes that prepare students for lifelong learning. 2) encourages the widest possible use of resources and active participation in the learning process

INEFFECTIVE 1	EFFECTIVE: EMERGING 2	EFFECTIVE: PROFICIENT 3	HIGHLY EFFECTIVE 4
There is little of no variation in format of resources and little to no effort to address the diverse basic learning styles and abilities of students • Does not adapt methods to accommodate the range and diversity of student needs • Regular whole class instruction is not given in the use of resources • Individual assistance is not given upon request • There is little to no evidence of collaboration on resources for lessons and the curriculum between library media specialist and teachers • The learning community is not included or is included on a limited basis in using the resources and services of the library media program • Does not participate in school-based or district-level staff development • Fails to present topics for faculty in-service sessions upon request • The library media specialist does not promote activities that encourage and motivate students to read	Resources include varied formats and **levels** to meet the diverse, basic learning styles and abilities of students • Adapts methods to accommodate the range and diversity of student needs • Regular whole class instruction is given in the retrieval and use of resources • Individual assistance is given, if requested • The library media specialist and teachers collaborate on an informal basis, consulting on resources for lessons and the curriculum • Members of the learning community feel welcome to use the resources and services of the library media program. • Participates in school-based or district-level staff development • Presents topics for faculty in-service sessions upon request • The library media specialist hosts one school-wide event to encourage and motivate students to read	Resources include different formats and **levels** to meet the diverse, basic learning styles and abilities of students to encourage high levels of achievement by all students • Adapts methods to accommodate the range and diversity of student needs • Provides extra assistance, support, and instruction as needed • Regular whole class instruction is given in the retrieval and use of resources, supplemented by frequent individual assistance • The library media specialist and teachers collaborate on a regular basis, developing lessons or units from the Louisiana State Standards and the ELA Guidebooks that integrate information literacy skills into the curriculum • Members of the learning community frequently utilize the resources and services of the library media program • Seeks opportunities to present staff development for teachers • Is a member of at least one professional association and attends a minimum of two workshops or conferences annually for professional improvement • The library media specialist hosts two school-wide events to encourage and motivate students to read	Resources include many varied formats and **levels** to meet the range of diversity and needs of students and support high expectations for student achievement • Adapts methods to accommodate the range and diversity of student needs • Collaborates with teachers to analyze learning and information needs • Provides resources and instruction to help students use their own learning styles and abilities to perform to their highest potential • Individual assistance is given routinely and regularly • The library media specialist and teachers, working in a collaborative culture, meet on an ongoing basis to plan upcoming projects. They agree on project goals and objectives, design lessons and units from the Louisiana State Standards and the ELA Guidebooks that incorporate an information literacy model, and determine needed resources • Members of the learning community frequently utilize the resources and services of the library media program during and beyond the school day • Frequently attends other staff development activities, workshops, or conferences and shares and/or uses the information learned • Shares information with faculty on learning opportunities of interest • Is a member of a least one professional association and attends a minimum of three workshops or conferences annually for professional improvement • The library media specialist hosts three school-wide events to encourage and motivate students to read

COMMENTS:

STANDARD 2: INFORMATION ACCESS

The library media center provides a balanced collection of print, non-print, and electronic resources that support the Louisiana State Standards and ELA Guidebooks and reflect an appreciation of diversity and recognition of different ways of learning, and promote independent reading and learning, and technologies for accessing and producing information.

INEFFECTIVE 1	EFFECTIVE: EMERGING 2	EFFECTIVE: PROFICIENT 3	HIGHLY EFFECTIVE 4
The collection: • Does not meet the basic collection guidelines • Is not weeded periodically • Is not organized in a manner so students are able to locate books that are the appropriate reading level and of interest to the student • Is not responsive to and fails to meet the curricular and information needs and reading interests of students and teachers • There are no multimedia and electronic resources and Internet access • All students are not allowed to check out books from the library media center	The collection: • Meets the basic collection guidelines • Is weeded periodically • Is organized in a manner so students, with assistance from the media specialist, are able to locate books that are the appropriate reading level and of interest to the student • Is responsive to and meets some of the curricular and information needs and reading interests of students and teachers • There are some multimedia and electronic resources and Internet access • All students are allowed to check out books except students that have not returned books to the library media center	The collection: • Meets, and in some areas, exceeds the basic collection guidelines including text for emergent readers, ESL, and students from diverse cultures • Is weeded regularly • Is organized in a manner so students, with minimal assistance from the media specialist, are able to locate books that are the appropriate reading level and of interest to the student • Is responsive to and generally meets the curricular and information needs and reading interests of students and teachers • There are some multimedia and electronic resources and Internet access • All students are allowed to check out multiple books from the library media center	The collection: • Meets exemplary collection guidelines including text for emergent readers, ESL, and students from diverse cultures • Is weeded regularly • Is organized in a manner so students, without assistance from the media specialist, are able to locate books that are the appropriate reading level and of interest to the student • Is responsive to and meets most of the curricular and information needs and reading interest of students and teachers • There are many multimedia and networked resources and Internet access • All students are allowed to check out multiple books from the library media center. If students have failed to return multiple books, an alternative method has been established to ensure students have books to read outside of the library media center

COMMENTS:

STANDARD 3: PROGRAM ADMINISTRATION

The library media specialist manages the human, financial, and physical resources of the library media center efficiently and effectively.

INEFFECTIVE -1	EFFECTIVE: EMERGING - 2	EFFECTIVE: PROFICIENT -3	HIGHLY EFFECTIVE -4
• Standard professional selection aids are not used to select suitable materials according to local and state guidelines • Purchasing priorities are not based on student and teacher needs and available funding • Resources are not cataloged, marked, and shelved according to a standard classification system • Standard procedures are not used to circulate, maintain, inventory, and weed the collection	• Standard professional selection aids are not used to select suitable materials according to local and state guidelines • Purchasing priorities are based on student and teacher needs and available funding • Resources are cataloged, marked, and shelved according to a standard classification system • Standard procedures are utilized to circulate, maintain, inventory, and weed the collection	• Standard professional selection aids and other professional recommendations are used to select suitable materials according to local and state guidelines • Purchasing priorities are based on student and teacher needs and available funding • Standard procedures are utilized to process, catalog, circulate, maintain, inventory, and weed the collection • The library media specialist makes some provisions for informing students and staff about available resources	• Standard professional selection aids, professional recommendations, and student suggestions are used to select suitable materials • Purchasing priorities are based on student and teacher needs and available funding • Standard procedures are utilized to process, catalog, circulate, maintain, inventory, and weed the collection • The library media specialist regularly provides information on resources to students and staff using a variety of methods

COMMENTS:

STANDARD 4: FACILITIES

The library media center facility is arranged to accommodate flexible access by classes and individual students, perform basic functions of an effective library media program, provide a climate conducive to learning and provide access to information and resources within the school and across local and global networks.

INEFFECTIVE -1	EFFECTIVE: EMERGING - 2	EFFECTIVE: PROFICIENT -3	HIGHLY EFFECTIVE -4
• Arrangement of furniture and equipment does not support at a minimum one class and also individual students • Space arrangement does not include areas for circulation, large group use, individual space for leisure reading • No area for Interactive Read Aloud is included in the elementary library media center • Library media center is not neat and well organized • The library decorations are dull and uninviting • No book display is used to establish an atmosphere of welcome and productivity • Library media center is not accessible by persons with disabilities	• Regardless of space constraints, the arrangement of furniture and equipment supports use by a minimum of one class and also individual students • The space arrangement includes areas for circulation, large group use, use of technology, leisure reading, and library management tasks • The Interactive Read Aloud area is cluttered or does not provide the teacher close proximity to the students • The library media center is neat and well organized • The library decorations are dull and uninviting • Has only one book display to establish an atmosphere of welcome and productivity • Library media center is accessible by persons with disabilities	• Regardless of space constraints, the arrangement of furniture and equipment is designed to encourage simultaneous use by class(es) and small groups or individuals, accommodating a minimum of one class, small groups, and individual students • The space arrangement establishes specific areas or zones for circulation, large group use, use of technology, leisure reading, and library management tasks • Elementary library media center provides an area for Interactive Read Aloud • The library media center is neat and well organized • The library should be decorated in a manner that is vibrant and inviting for students to enter and read. It should be an upbeat place that welcomes all potential readers • Attractive book displays that teach or encourage/excite students to read. A minimum of two areas changed at least two times during the school year. One area should be located within the library and the other located in an area of high visibility outside of the library. The display within the library should highlight a certain genre, author, series, or topic. The display outside the library should promote reading and use of the library • Library media center is accessible by persons with disabilities	• Regardless of space constraints, the arrangement of furniture and equipment is designed to encourage simultaneous use by one or more classes, small groups or individuals • The space arrangement accommodates reading, viewing, production, and communication activities as well as library circulation and management tasks. • Elementary library media center provides an inviting area for an Interactive Read Aloud which allows the teacher close proximity to the students. • The library media center is neat and well organized • The library should be decorated in a manner that is vibrant and inviting for students to enter and read. The library decorations and displays revolve around a theme that students connect to • Attractive book displays that teach or encourage/excite students to read. A minimum of three areas changed every nine weeks. Two areas should be located within the library and the other located in an area of high visibility outside of the library. The display within the library should highlight a certain genre, author, series, or topic. The display outside the library should promote reading and use of the library • Library media center is accessible by persons with disabilities

COMMENTS:

STANDARD 5: INSTRUCTIONAL SUPPORT – STUDENT ENGAGEMENT

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the K-5 School Library Media Specialist or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, there is a closure to the lesson, in which students derive important learning from their own actions.

INEFFECTIVE -1	EFFECTIVE: EMERGING - 2	EFFECTIVE: PROFICIENT -3	HIGHLY EFFECTIVE -4
• Few students are intellectually engaged in the lesson • Learning tasks require only recall or have a single correct response or method • The materials used ask students to perform only rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose • Instructional materials used are unsuitable to the lesson and/or the students • The lesson drags, or is rushed • There is no evidence of Powerful Instruction strategies (Interactive Read Aloud, Purposeful Talk, Anchor Chart, genre development, writing in response to text)	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall • Student engagement with the content is largely passive, learning primarily facts or procedures • Students have no choice in how they complete tasks • The K-5 School Library Media Specialist uses different instructional groupings; these are partially successful in achieving the lesson objectives • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others • There is minimal evidence of Powerful Instruction	• Most students are intellectually engaged in the lesson • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking • Students have some choice in how they complete learning tasks • There is a mix of different types of groupings, suitable to the lesson objectives • Materials and resources support the learning goals and require intellectual engagement, as appropriate • The pacing of the lesson provides students the time needed to be intellectually engaged • Powerful Instruction strategies are incorporated into the lesson with only partial success	In addition to the characteristics of "proficient," • Virtually all students are highly engaged in the lesson • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs • Students suggest modifications to the grouping patterns used • Students have extensive choice in how they complete tasks • Students suggest modifications or additions to the materials being used • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding • There is evidence of successful use of Powerful Instruction strategies

COMMENTS:

STANDARD 6: INSTRUCTIONAL SUPPORT - USING ASSESSMENT IN INSTRUCTION

In order to assess student learning for the purposes of instruction, K-5 School Library Media Specialists must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.

INEFFECTIVE -1	EFFECTIVE: EMERGING - 2	EFFECTIVE: PROFICIENT -3	HIGHLY EFFECTIVE -4
• The K-5 School Library Media Specialist makes no effort to determine whether students understand the lesson • Feedback is only global • The K-5 School Library Media Specialist does not ask students to evaluate their own work or classmates' work	• K-5 School Library Media Specialist monitors understanding through a single method, or without eliciting evidence of understanding from all students • K-5 School Library Media Specialist requests global indications of student understanding • Feedback to students is not uniformly specific, not oriented towards future improvement or work • The K-5 School Library Media Specialist makes only minor attempts to engage students in self or peer assessment	• The K-5 School Library Media Specialist elicits evidence of student understanding during the lesson. • Students are invited to assess their own work and make improvements • Feedback includes specific and timely guidance for at least groups of students • The K-5 School Library Media Specialist attempts to engage students in self or peer assessment	In addition to the characteristics of "proficient," • K-5 School Library Media Specialist monitoring of student understanding is sophisticated and continuous: the K-5 School Library Media Specialist is constantly "taking the pulse" of the class • K-5 School Library Media Specialist makes frequent use of strategies to elicit information about individual student understanding • Feedback to students is specific and timely and is provided from many sources, including other students • Students monitor their own understanding either on their own initiative or as a result of tasks set by the K-5 School Library Media Specialist

COMMENTS:

STANDARD 7: INSTRUCTIONAL SUPPORT -   USING QUESTIONING, PROMPTS AND DISCUSSIONS

It is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as recitation, or a verbal "quiz."   Student responses to questions are valued; effective K-5 School Library Media Specialists are especially adept at responding to and building on student responses and making use of their ideas.

INEFFECTIVE -1	EFFECTIVE: EMERGING - 2	EFFECTIVE: PROFICIENT -3	HIGHLY EFFECTIVE -4
• Questions are rapid-fire and convergent, with a single correct answer • Questions do not invite student thinking • All discussion is between K-5 School Library Media Specialist and student; students are not invited to speak directly to one another • A few students dominate the discussion	• K-5 School Library Media Specialist frames some questions designed to promote student thinking, but only a few students are involved • The K-5 School Library Media Specialist invites students to respond directly to one another's ideas, but few students respond • K-5 School Library Media Specialist calls on many students, but only a small number actually participate in the discussion	• K-5 School Library Media Specialist uses open-ended questions, inviting students to think and/or have multiple possible answers • The K-5 School Library Media Specialist makes effective use of wait time • The K-5 School Library Media Specialist builds on and uses student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the K-5 School Library Media Specialist • The K-5 School Library Media Specialist calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion	In addition to the characteristics of "proficient," • Students initiate higher-order questions • Students extend the discussion, enriching it • Students invite comments from their classmates during a discussion

COMMENTS:

FINAL SCORE

_____STANDARD 1: LEARNING ENVIRONMENT

_____STANDARD 2: INFORMATION ACCESS

_____STANDARD 3: PROGRAM ADMINISTRATION

_____STANDARD 4: FACILITIES

_____STANDARD 5: INSTRUCTIONAL SUPPORT – STUDENT ENGAGEMENT

_____STANDARD 6: INSTRUCTIONAL SUPPORT – USING ASSESSMENT IN INSTRUCTION

_____STANDARD 7: INSTRUCTIONAL SUPPORT – USING QUESTIONING, PROMPTS AND DISCUSSIONS

_____ TOTAL

_____TOTAL ÷ 7

_____FINAL SCORE

3.5 – 4.0 = HIGHLY EFFECTIVE
2.5-3.49 = EFFECTIVE: PROFICIENT
1.5-2.49 = EFFECTIVE: EMERGING
≤ 1.49 = INEFFECTIVE