

# Lincoln Parish

## SCHOOL LIBRARY MEDIA SPECIALIST EVALUATION RUBRIC

The library media program evaluation rubric provides a framework for assessing the quality of the library media program and its effectiveness in meeting the needs of the school's learning community. By using the rubric and analyzing individual components, library media specialists and school administrators will be able to identify areas of effectiveness, areas in greatest need of improvement, and develop plans for improvement. If a school does not meet the *Effective* level in some components, the school's short-range goal should be to attain *Effective Emerging* status in those areas.

The evaluation measures describe four levels of performance: *Ineffective*, *Effective Emerging*, *Effective Proficient*, and *Highly Effective*. These measures are descriptive of points along a continuum. Even schools that score within the *Highly Effective* range in a given area will have room for improvement. The descriptors are designed to help schools expand their understanding and awareness of excellence in school library media programs by describing specific observable phenomena.

### PERFORMANCE LEVELS

**INEFFECTIVE:** Observation and/or documentation provide evidence that program guidelines are consistently below expectations.

**EFFECTIVE EMERGING:** Observation and/or documentation provide some evidence that program guidelines are at least partially met but show potential for improvement.

**EFFECTIVE PROFICIENT:** Observation and/or documentation provide evidence that the program guidelines consistently meet the expectations.

**HIGHLY EFFECTIVE:** Observation and/or documentation provide evidence that the program exceeds guidelines and that an exemplar school library media program is met.

POINTS:      1-11    Ineffective  
                  12-22   Effective Emerging  
                  23-33   Effective Proficient  
                  34-44   Highly Effective

Awarding of points is based on the extent to which documentation demonstrates that the criteria are met. Partial points should be avoided but may be used if considered essential, particularly in the *Effective Emerging* category (award as decimal - for example, .5).

## LEARNING ENVIRONMENT

STANDARD	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE	POINTS
<p>1. The library media program-learning environment supports the mission and goals of the school and promotes the development of skills and attitudes that prepare students for lifelong learning in the information-rich society.</p>	<p>There is little or no variation in format of resource and little to no effort to address the diverse basic learning styles and abilities of students.</p> <ul style="list-style-type: none"> <li>• The library media specialist:                             <ul style="list-style-type: none"> <li>• Does not adapt methods to accommodate the range and diversity of student needs.</li> </ul> </li> <li>• Regular whole class instruction is not given in the retrieval and use of resources.</li> <li>• Individual assistance is not given upon request.</li> </ul>	<p>Resources include varied formats and levels to meet the diverse, basic learning styles and abilities of students.</p> <ul style="list-style-type: none"> <li>• The library media specialist:                             <ul style="list-style-type: none"> <li>• Adapts methods to accommodate the range and diversity of student needs.</li> </ul> </li> <li>• Regular whole class instruction is given in the retrieval and use of resources.</li> <li>• Individual assistance is given, if requested.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• The library media specialist:                             <ul style="list-style-type: none"> <li>• Adapts methods to accommodate the range and diversity of student needs,</li> <li>• Provides extra assistance, support, and instruction as needed.</li> </ul> </li> <li>• Regular whole class instruction is given in the retrieval and use of resources, supplemented by frequent individual assistance.</li> </ul>	<p>Resources include many varied formats and levels to meet the range of diversity and needs of students and support high expectations for student achievement.</p> <ul style="list-style-type: none"> <li>• The library media specialist:                             <ul style="list-style-type: none"> <li>• Adapts methods to accommodate the range and diversity of student needs,</li> <li>• Collaborates with teachers to analyze learning and information needs, and</li> <li>• Provides resources and instruction to help students use their own learning styles and abilities to perform at their highest potential.</li> </ul> </li> <li>• Individual assistance is given routinely and regularly.</li> </ul>	
<p>2. The library media program-learning environment accommodates all students and their need to read, view, listen, and communicate individually and collaboratively, using traditional resources and technology for ideas, information, and personal development.</p>	<p>Students have little or no opportunity to read, view, listen, and communicate through regular class visits or by special arrangement with the teacher.</p> <ul style="list-style-type: none"> <li>• The library media specialist:                             <ul style="list-style-type: none"> <li>• Provides little to no assistance to students in accessing various resources to meet their curricular or personal needs and</li> </ul> </li> <li>• Fails to support the school's reading program by making appropriate reading materials available to students.</li> </ul>	<p>Students have the opportunity to read, view, listen, and communicate through regular class visits or by special arrangement with the teacher.</p> <ul style="list-style-type: none"> <li>• The library media specialist:                             <ul style="list-style-type: none"> <li>• Assists students in accessing various resources to meet their curricular or personal needs and</li> </ul> </li> <li>• Supports the school's reading program by making appropriate reading materials available to students.</li> </ul>	<p>Students have the opportunity to read, view, listen, and communicate through flexibly scheduled class or group visits and through ongoing programs or special programs provided through the library media center.</p> <ul style="list-style-type: none"> <li>• The library media specialist:                             <ul style="list-style-type: none"> <li>• Assists students with accessing, evaluating, and using information for curricular or personal needs and</li> </ul> </li> <li>• Supports the school's reading program and provides occasional reading emphases.</li> </ul>	<p>Students participate at a high level in reading, viewing, listening, and communicating activities through flexibly scheduled individual, class or group visits and through ongoing or special programs provided through the library media center.</p> <ul style="list-style-type: none"> <li>• The library media specialist:                             <ul style="list-style-type: none"> <li>• Assists individual students and groups in accessing, evaluating, and using information for curricular or personal needs and</li> </ul> </li> <li>• Develops and implements a planned, ongoing, reading motivation program, using a variety of methods and involving the entire learning community.</li> </ul>	
<p>3. The library media program incorporates collaborative</p>	<p>There is little to no evidence of collaboration on resources for lessons</p>	<p>The library media specialist and teachers collaborate on an informal basis, consulting on resources for</p>	<p>The library media specialist and teachers collaborate on a regular basis, developing lessons</p>	<p>The library media specialist and teachers, working in a collaborative culture,</p>	

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<p>planning and collaborative teaching by library media specialist(s) and teachers and integrates information literacy and technology instruction into the curriculum.</p>	<p>and the curriculum between library media specialist and teachers.</p> <ul style="list-style-type: none"> <li>• The library media specialist:</li> <li>• Fails to teach information literacy skills with attendance and support by the classroom teacher.</li> </ul>	<p>lessons and the curriculum.</p> <ul style="list-style-type: none"> <li>• The library media specialist: <ul style="list-style-type: none"> <li>• Teaches information literacy skills with attendance and support by the classroom teacher.</li> </ul> </li> </ul>	<p>or units that integrate information literacy skills into the curriculum.</p> <ul style="list-style-type: none"> <li>• The library media specialist: <ul style="list-style-type: none"> <li>• Provides leadership in developing a collaborative culture, encouraging shared responsibility for selection of resources and instruction in information literacy skills. Some assessment of the learning process occurs.</li> </ul> </li> </ul>	<p>meet on an ongoing, regular basis to plan upcoming projects. They agree on project goals and objectives, design lesson strategies that incorporate an information literacy model, and determine needed resources.</p> <ul style="list-style-type: none"> <li>• Student work individually and/or collaboratively, is based on objectives.</li> <li>• Evaluation criteria are established, with the library media specialist helping to assess the learning process and/or final products.</li> </ul>	
<p>4. The library media program-learning environment provides an open setting that encourages the widest possible use of resources and active participation in the learning process as well as providing an essential link to the larger community.</p>	<ul style="list-style-type: none"> <li>• The learning community is not included or is included on a limited basis in using the resources and services of the library media program.</li> <li>• Little to no information on community resources is provided on an informal basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Members of the learning community feel welcome to use the resources and services of the library media program.</li> <li>• Some information on community resources is provided on an informal basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Members of the learning community frequently utilize the resources and services of the library media program.</li> <li>• Information on community resources is provided on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Members of the learning community frequently utilize the resources and services of the library media program during and beyond the school day.</li> <li>• The environment stimulates active and productive learning.</li> <li>• Information on community and other resources of interest is provided on a frequent basis.</li> </ul>	
<p>5. The library media program-learning environment fosters individual and collaborative inquiry, promotes adherence to the highest ethical and legal standards in the use of resources, and prepares students to become critical thinkers, competent problem-solvers, and life-long learners who contribute productively and ethically to society.</p>	<ul style="list-style-type: none"> <li>• The library media specialist does not collaborate with teachers to develop research choices for individual students, partners, or small groups.</li> <li>• The library media specialist does not decide the resources to be used.</li> <li>• There is little to no guidance given in proper note taking skills and citation of information sources.</li> <li>• The library media specialist is unaware of copyright laws and guidelines and proper formats for citation of information</li> </ul>	<ul style="list-style-type: none"> <li>• The library media specialist and teachers develop research choices for individual students, partners, or small groups.</li> <li>• The library media specialist or teachers decide the resources to be used.</li> <li>• Students are given minimal guidance in proper note taking skills and citation of information sources.</li> <li>• The library media specialist is aware of copyright laws and guidelines and proper formats for citation of information resources and makes this information</li> </ul>	<ul style="list-style-type: none"> <li>• The library media specialist and teachers develop research activities, allowing students some choice in topic and resource selection within collaboratively developed parameters and guidelines.</li> <li>• Students are given guidance in note taking and information-seeking skills and proper formats for citation of information sources.</li> <li>• The library media specialist is aware of copyright laws and guidelines and proper formats for citation of information resources and makes this information available</li> </ul>	<ul style="list-style-type: none"> <li>• Students engage in individual and group inquiry, determining their own research needs and strategies, with guidance, learning to evaluate and utilize appropriately a wide range of resources.</li> <li>• Students utilize appropriate note taking and information gathering techniques and use proper formats for citation of information sources.</li> <li>• The library media specialist is aware of copyright laws and guidelines and proper formats for citation of information resources and provides faculty and students</li> </ul>	

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	resources. This information is not made available.	available on an informal basis.	on a regular basis through written and oral communications.	information through presentations and lessons.	
<p>6. The library media program-learning environment incorporates opportunities for staff development and professional growth for library media staff as well as teachers, administrators and other members of the learning community.</p>	<ul style="list-style-type: none"> <li>• The library media specialist: <ul style="list-style-type: none"> <li>• fails to participate in school-based or district-level staff development and</li> <li>• fails to present topics for faculty in-service sessions upon request.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The library media specialist: <ul style="list-style-type: none"> <li>• participates in school-based or district-level staff development, and</li> <li>• presents topics for faculty in-service sessions upon request.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The library media specialist: <ul style="list-style-type: none"> <li>• participates in school-based and district-level staff development,</li> <li>• seeks opportunities to present or sponsor workshops or staff development for teachers,</li> <li>• occasionally attends other staff development activities;</li> <li>• is a member of at least one professional association and attends at least one in-state workshop or conference annually for professional improvement.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The library media specialist: <ul style="list-style-type: none"> <li>• participates in school-based and district-level staff development,</li> <li>• presents workshops or staff development for teachers,</li> <li>• frequently attends other staff development activities, workshops, and conferences and shares and/or uses the information learned,</li> <li>• shares information with faculty on learning opportunities of interest,</li> <li>• individually or collaboratively, writes grants for resources and staff development to enhance the learning environment, and</li> <li>• is a member of one or more state or national professional associations and attends at least one state, regional or national workshop, or conference annually for professional improvement.</li> </ul> </li> </ul>	

## INFORMATION ACCESS

STANDARD	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE	POINTS
7. The library media center provides: a balanced collection of print, non-print, and electronic resources that support the curriculum and state guidelines, 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.	<ul style="list-style-type: none"> <li>The collection:                             <ul style="list-style-type: none"> <li>does not meet the basic collection guidelines;</li> <li>is not weeded periodically</li> <li>is not organized according to accepted classification rules; and</li> <li>is not responsive to and fails to meet the curricular and information needs and reading interests of students and teachers.</li> </ul> </li> <li>There are no multimedia and electronic resources and Internet access.</li> </ul>	<ul style="list-style-type: none"> <li>The collection:                             <ul style="list-style-type: none"> <li>meets the basic collection guidelines;</li> <li>is weeded periodically;</li> <li>is organized according to accepted classification rules; and</li> <li>is responsive to and meets some of the curricular and information needs and reading interests of students and teachers.</li> </ul> </li> <li>There are some multimedia and electronic resources and Internet access.</li> </ul>	<ul style="list-style-type: none"> <li>The collection:                             <ul style="list-style-type: none"> <li>meets, and in some areas, exceeds the basic collection guidelines;</li> <li>is weeded regularly;</li> <li>is organized according to accepted classification rules; and</li> <li>is responsive to and generally meets the curricular and information needs and reading interests of students and teachers.</li> </ul> </li> <li>There are some multimedia and electronic resources and Internet access.</li> <li>Access to the collection and resources is extended into some classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>The collection:                             <ul style="list-style-type: none"> <li>meets exemplary collection guidelines;</li> <li>is weeded regularly;</li> <li>is organized according to accepted classification rules; and</li> <li>is responsive to and meets most of the curricular and information needs and reading interests of students and teachers.</li> </ul> </li> <li>There are many multimedia and networked resources and Internet access.</li> <li>Access to collections and resources is extended into all classrooms.</li> </ul>	

## PROGRAM ADMINISTRATION

STANDARD	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE	POINTS
8. The library media specialist manages the human, financial, and physical resources of the library media center efficiently and effectively.	<ul style="list-style-type: none"> <li>Standard professional selection aids are not used to select suitable materials according to local and state guidelines.</li> <li>Purchasing priorities are not based on student and teacher needs and available funding.</li> <li>Resources are not cataloged, marked, and shelved according to a standard classification system.</li> <li>Standard procedures are not used to circulate, maintain, inventory, and weed the collection.</li> <li>Materials are not made available through the public access catalog.</li> <li>Duties and schedules of aides and volunteers do not optimize student and teacher services and the efficient operation of the library media center.</li> </ul>	<ul style="list-style-type: none"> <li>Standard professional selection aids are used to select suitable materials according to local and state guidelines.</li> <li>Purchasing priorities are based on student and teacher needs and available funding.</li> <li>Resources are cataloged, marked, and shelved according to a standard classification system.</li> <li>Standard procedures are utilized to circulate, maintain, inventory, and weed the collection.</li> <li>Materials are made available through the public access catalog.</li> <li>Duties and schedules of aides and volunteers are arranged to optimize student and teacher services and the efficient operation of the library media center.</li> </ul>	<ul style="list-style-type: none"> <li>Standard selection aids and other professional recommendations are used in selecting materials according to local and state guidelines.</li> <li>Standard procedures are utilized to process, inventory, catalog, circulate, maintain, and weed the collection.</li> <li>The library media specialist makes some provisions for informing students and staff about available resources.</li> <li>Duties and schedules of aides and volunteers are arranged to optimize student and teacher services and the efficient operation of the library media center.</li> </ul>	<ul style="list-style-type: none"> <li>Standard selection aids, professional recommendations, and student suggestions are used in selecting materials.</li> <li>Standard procedures are utilized to process, inventory, catalog, circulate, maintain, and weed the collection.</li> <li>The library media specialist regularly provides information on resources to students and staff using a variety of methods.</li> <li>Duties and schedules of aides and volunteers are arranged to optimize student and teacher services and the efficient operation of the library media center.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Fund raising and/or grant writing are used to increase resources and programs to support information access and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The district or school provides sufficient funding to maintain exemplary status. Fund raising and grant writing are optional and are not required to keep resources and technology current.</li> </ul>	
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9. The library media program undergoes periodic review and ongoing informal and formal assessments are used in developing a long range, strategic plan for improvement.	<ul style="list-style-type: none"> <li>• The library media specialist sets no annual goals and presents no goals to administration.</li> <li>• Program assessment is not based on informal assessments and does not include input from administrators, faculty, and students.</li> </ul>	<ul style="list-style-type: none"> <li>• The library media specialist sets annual goals and presents those to the administration.</li> <li>• Program assessment is based on informal assessments, including some input from administrators, faculty, and students.</li> </ul>	<ul style="list-style-type: none"> <li>• The library media specialist sets annual goals and presents those to the administration.</li> <li>• Program assessment is based on informal and formal assessments.</li> <li>• The library media specialist uses surveys and data from library reports, inventories, and other assessments to set short and/or long range goals for improvement, and provides reports to the school and/or district administration.</li> </ul>	<ul style="list-style-type: none"> <li>• The library media specialist sets annual goals and presents those to the administration.</li> <li>• Program assessment is based on informal assessments, including some input from administrators, faculty, and students.</li> <li>• The library media specialist collects data collaboratively, assesses the program with input from administrators, faculty, students, school improvement team, or other members of the learning community in setting short- and long-range goals for improvement.</li> <li>• The library media specialist provides reports to the school and district administration.</li> </ul>	

### FACILITIES

STANDARD	INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE	POINTS
10. 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.	<ul style="list-style-type: none"> <li>• Arrangement of furniture and equipment does not support at a minimum one class and individual students.</li> <li>• Space arrangement does not include areas for circulation, large group use, individual</li> </ul>	<ul style="list-style-type: none"> <li>• Regardless of space constraints, the arrangement of furniture and equipment supports use by a minimum of one class and individual students.</li> <li>• The space arrangement includes areas for circulation, large group use, individual research, use of technology, leisure reading, and</li> </ul>	<ul style="list-style-type: none"> <li>• 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 individuals.</li> <li>• The space arrangement establishes specific areas or zones for circulation, large group use, individual research, use of</li> </ul>	<ul style="list-style-type: none"> <li>• Regardless of space constraints, the arrangement of furniture and equipment encourages simultaneous use by one or more classes, small groups, and individuals.</li> <li>• The space arrangement accommodates reading, viewing, production, and communication activities as well as</li> </ul>	

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	<p>research, etc.</p> <ul style="list-style-type: none"> <li>• No storytelling area is included in elementary library media center.</li> <li>• Library media center is not neat and well organized.</li> <li>• Little to no methods of display are used to establish atmosphere of welcome and productivity.</li> <li>• Library media center is not accessible by persons with disabilities.</li> </ul>	<p>library management tasks.</p> <ul style="list-style-type: none"> <li>• Elementary library media centers provide a storytelling area.</li> <li>• The library media center is neat and well organized.</li> <li>• Various methods of display or treatment are utilized to establish an atmosphere of welcome and productivity.</li> <li>• The library media center is accessible by persons with disabilities.</li> </ul>	<p>technology, leisure reading, and library management tasks.</p> <ul style="list-style-type: none"> <li>• Elementary library media centers provide a storytelling area. The library media center is neat and well organized. Various methods of display, furniture selection, and room treatment are utilized to establish an atmosphere of welcome and productivity.</li> <li>• The library media center is accessible by persons with disabilities.</li> <li>• A new school library media center goes beyond basic guidelines for a functional library media center, providing larger spaces than required or additional support areas.</li> </ul>	<p>library circulation and management tasks.</p> <ul style="list-style-type: none"> <li>• Elementary library media centers provide a storytelling area.</li> <li>• The library media center is neat and well organized.</li> <li>• Various methods of display, furniture selection, and room treatment are utilized to establish a pleasant atmosphere of welcome and productivity.</li> <li>• The library media center is easily accessible by persons with disabilities.</li> <li>• A new school features a flexibly designed library media center that exceeds basic space guidelines, providing expanded spaces and additional areas that support student productivity and achievement.</li> </ul>	