Teacher Librarian – School Library Media Specialist Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 2, 3]

	Ineffective	Developing	Skilled	Accomplished
DEMONSTRATING KNOWLEDGE OF CONTENT, CURRICULUM, AND INSTRUCTIONAL GOALS	Does not demonstrate knowledge of the curriculum and current trends and practices in literature, literacies, technology and research process. Does not understand the instructional goals for most disciplines. Makes little or no effort to provide resources and instructional services. Designs learning activities, goals and objectives that are too general to guide lesson planning and are inappropriate for the students and/or do not support the OLS.	Demonstrates limited knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process. Understands the instructional goals for some disciplines. Sporadically provides necessary resources, technology, and instructional services. Designs some learning activities with goals that reflect a range of student learning needs and support the OLS.	Demonstrates knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process. Understands the instructional goals for most disciplines and is able to develop connections to the curriculum. Consistently provides necessary resources, technology, and instructional services. Consistently designs learning activities with challenging and measurable goals that reflect a range of student learning needs and support the OLS.	Displays extensive knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process. Understands the instructional goals for all disciplines and is able to develop meaningful connections to the curriculum. Expertly provides the necessary resources, technology, and instructional services to support goals. Expertly designs learning activities with challenging and measurable goals that reflect the full range of student learning needs and support the OLS.
Examples	*A class comes into the library to find picture books on folktales. The SLMS does not direct instruction on how to find and locate books on folktales in the library.*	*A class comes into the library to research scientific myths. The SLMS shows the students where books on science can be found (500s)*	*A class comes into the library to complete a biographical research project. The SLMS instructs and demonstrates biographical online resources as well as the use of a biographical print collection that has been tailored to support student needs.*	*In a high school lesson on narrative structure, the SLMS co-teaches the ELA content and also delivers the information literacy instruction using a variety of print and digital sources as well as a range of Web 2.0 tools tailored to help each student create a unique product.*

Teacher Librarian – School Library Media Specialist Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 3, 6]

		Ineffective	Developing	Skilled	Accomplished
COLLECTING STUDENT ASSESSMENT DATA		Infrequently collaborates with the classroom teacher for the assessment of student learning or does not analyze student learning data to inform lesson plans. Does not use or only uses one measure of student performance.	Occasionally collaborates with the classroom teacher for the assessment of student learning. Uses more than one measure of student performance but does not appropriately vary assessment approaches or has difficulty analyzing data to effectively inform instructional planning and delivery.	Regularly collaborates with the classroom teacher for the assessment of student learning. Employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery.	Fully collaborates with the classroom teacher for the assessment of student learning. Purposively plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a variety of appropriate diagnostic, formative, and summative assessments into lesson plans. Analyzes student data and accurately identifies student learning needs, strengths and areas for growth.
Examples		*SLMS does not grade any information literacy instructional activities and does not assess student learning in collaborative activities with other classroom teachers.*	*As part of a formative assessment for their 6th grade science fair research, SLMS reviews their preliminary MLA citations and provides limited feedback. SLMS has difficulty analyzing data to determine students' problem areas when citing sources to help them with their final science fair works cited.*	*As part of a formative assessment SLMS has 9th grade class in science take TRAILS - Evaluation of Sources, analyzes the data, develops a lesson about finding credible and reliable sources using the Internet. The students complete a rubric created by the SLMS for assessing what they understand about finding credible and reliable sources using the Internet.*	*Under the guidance of the SLMS, students create a rubric for assessing their own research skills when completing a project on Shakespeare.*

Teacher Librarian – School Library Media Specialist Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 1]

		Ineffective	Developing	Skilled	Accomplished
DEMONSTRATING KNOWLEDGE OF STUDENTS		Demonstrates little or no understanding of how students learn. Demonstrates little or no familiarity with students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Demonstrates some understanding of how students learn. Demonstrates some familiarity with students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Understands the active nature of student learning and attains information about levels of development for groups of students. Purposively seeks knowledge about students' backgrounds, cultures, skills, language proficiency, interests, and special needs from several sources and attains this knowledge for groups of students.	Actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a multiple sources. Attains this knowledge for individual students.
Examples		*In a 2nd grade class composed of children who have different religious backgrounds, SLMS uses Christmas stories in his December lessons,*	*In a 9th grade ELA class, SLMS uses TRAILS - Developing a Topic to determine students' readiness; lectures for 30 minutes on how to develop a topic for research with no opportunity for students to practice.*	*A 7th grade social studies class studying explorers comes to the library for print and digital resources. The SLMS locates and sets aside a collection of print resources that are leveled to student abilities in that class and appropriate to the research topics.*	*SLMS initiates the collection and study of data relating to students' scores on a state reading test and uses that data to improve the instruction and services provided by the SLMS.*

Teacher Librarian – School Library Media Specialist Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 2,3,4]

	Ineffective	Developing	Skilled	Accomplished
COMMUNICATING AND QUESTIONING	Does not communicate clearly; directions, procedures and/or explanations are confusing, incoherent, or inaccurate, and are ineffective in building student understanding. Fails to address student confusion or frustration and does not use questions effectively and usually tells the students what to do.	Directions, procedures and/or explanations are accurate and generally clear but often needs to clarify. May not fully clarify information based on students' questions about content or instructions for learning activities. Re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. Asks questions that guide students and help them think about their research topic. Technology use is inconsistent and not always effective.	Directions, procedures and/or explanations are clear and accurate. Actively encourages independent, creative, and critical thinking. Effectively addresses confusion when asked and checks for understanding. Often uses open-ended and probing questions to guide students' inquiry and to help students think critically to form their own questions about their research topic. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	Explanations are clear, coherent, and precise. Uses well-timed, individualized, strategies and language designed to actively encourage independent, creative, and critical thinking. Always uses open-ended and probing questions to guide students' inquiry and to help students think critically as they formulate pertinent questions about their research topics. Accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.
Examples	*SLMS asks the 3rd grade class, "Is Little Red Riding Hood fictional?" without further discussion.*	*In a 9th grade ELA class, SLMS uses presentation software and lectures about website credibility. When asked about credibility of website urls such as .edu, .org, .com, etc., SLMS explains that ,edu is the most credible without further explanation.*	*In a 6th social studies class, SLMS asks students to rank order the databases they would choose to begin their research project and support their ranking to assess their prior knowledge of library resources. Students will be able to access and navigate the resource.*	*SLMS demonstrates and models how to use an interactive bibliography site and then leads a class discussion using a model works cited page so students can analyze quality and accuracy of citations.*

Teacher Librarian – School Library Media Specialist Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 1,2,4]

	Ineffective	Developing	Skilled	Accomplished
ADAPTING, ADJUSTING TO ENGAGE STUDENTS IN LEARNING	Adheres to the instructional plan despite student understanding or interest. Fails to respond to students' questions. Is not able to recommend or guide students to appropriate engaging resources. Pace of lesson is too slow or too rushed. Expectations of students are low. Responses are rote with few students interested or intellectually engaged	Attempts to modify the instructional plan when needed to accommodate students' questions and interests with moderate success. Use of diverse strategies is limited. Sometimes recommends or guides students to engaging resources that connect well with the content, learning goals, students' knowledge, backgrounds and experiences. Pace of the lesson may not provide students the time needed to be intellectually engaged. Expectations are inconsistently present. Responses show minimal thinking allowing most students to be passive or merely compliant.	Promotes the successful learning of all students making minor adjustments to the instructional plan as needed to accommodate students' questions, needs, and interests. Persists in seeking approaches for students who have difficulty learning, drawing on a varied repertoire of strategies. Usually recommends or guides students to resources that connect well with the content learning goals, the students' prior knowledge backgrounds and experiences. Pace of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Expectations for students are high and usually present. Responses show active intellectual engagement with most students challenged in their thinking.	Seizes an opportunity to enhance learning building on opportunities that arise from spontaneous events or students' learning styles, needs, and interests, abilities OR successfully adjusts and differentiates instruction to address individual student misunderstandings. Persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies, and soliciting additional resources from the school or community. Recommends or guides students to resources that connect well with the content learning goals, the students' prior knowledge backgrounds and experiences. Pace of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Expectations for students are high and consistently present. Responses show active intellectual engagement; virtually all students challenged in their thinking.

Examples	SLMS presents a lesson on the Dewey Decimal system. SLMS asks questions such as "What is the DD # for sports?" Students respond using the information found on a poster hanging in the classroom. Students are not given an opportunity to explore the materials found in specific DD #s.	SLMS presents a lesson on how to access the school's e-book collection using the online catalog because students want to know how to check out their favorite fiction books. Students do not have time to practice checking out e-books.	In a collaborative research lesson with the social studies teacher, the SLMS demonstrates and engages in a discussion as to how to find credible and reliable resources for students' research topics.	In a collaborative research lesson with the health teachers in which students have self-selected into teams to research a significant health issue, the SLMS has each team select a social bookmarking tool such as Diigo to locate credible and reliable resources. Students must annotate the resource and include a reflection on its value to their understanding of the health issue.

Teacher Librarian – School Library Media Specialist Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 5]

		Ineffective	Developing	Skilled	Accomplished
CREATING THE ENVIRONMENT IN THE LIBRARY AND CLASSROOM		Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following: Very little or no monitoring of student behavior. Interactions with students are negative, inappropriate or insensitive to students' dignity. Controlled and stifling environment. Very few if any standards of conduct OR standards of conduct are not implemented. Routines and procedures that are either nonexistent or inefficient resulting in general confusion.	Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following: Uneven monitoring of student behavior. Interactions with students are generally appropriate with occasional displays of insensitivity or unresponsiveness. Established standards of conduct but inconsistent implementation. Routines and procedures are established and followed with regular guidance and prompting. Maintains an attractive environment.	Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following: Monitoring student behavior against established publicized standards of conduct so that responses to inappropriate behavior are consistent, proportionate, respectful to students and effective. Interactions with students are polite and respectful, and are appropriate to the cultural and developmental differences among groups of students. Established standards of conduct and implementation are consistent so most students follow the standards of conduct Routines and procedures are established with students needing minimal guidance and prompting Maintains an inviting environment.	Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following: Monitoring of student behavior is subtle and preventative and students take an active role in monitoring their own behavior and that of others against publicized standards of conduct. Interactions with students are highly respectful and demonstrate sensitivity to students' cultures and levels of development. Standards of conduct established and implemented by SLMS and students so students follow the standards and self-monitor their behaviors. Routines and procedures are well understood and may be initiated by students. Maintains an inviting, flexible and attractive environment.

Examples	SLMS tells the students to "shut up."	SLMS comforts and deals with an incident of cyberbullying by telling the victim he will be OK tomorrow and does not address the actions of the bully.	SLMS consistently gives positive feedback to the students for self-monitoring their behavior in the library, When a student's loud talking disrupts a class working at a nearby computer lab, the SLMS relies on students sitting near the student to monitor his/her behavior.	SLMS works with students to create an after school gaming club that involves visits to the public library to learn how to create games. This promotes conversations among the students about integrity and ethical behavior.

Teacher Librarian – School Library Media Specialist Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 3,4]

	Ineffective	Developing	Skilled	Accomplished
ASSESSING STUDENT LEARNING	Employs little or no assessment or monitoring of student learning. Feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Uses assessment sporadically to support instruction through some monitoring of progress in learning. Feedback to students is general. Rarely uses questions, prompts, and assessments to diagnose evidence of learning. Students are partially aware of the assessment criteria used to evaluate their work, and few assess their own work.	Uses assessment regularly during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Questions, prompts, assessments are used to diagnose evidence of learning. Students appear to be aware of the assessment criteria and some of them engage in self-assessment.	Assessment is fully integrated into instruction through extensive use of formative assessment. SLMS and students provide accurate and specific feedback in a variety of ways to advance learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress.
Examples	*In a 3rd grade class, the SLMS does not use summative assessment to determine students' understanding of how to use the online catalog to find books for voluntary reading.*	*SLMS provides a resource checklist for 6th grade students to use with their explorer project for world history. The SLMS does not review the checklist to see what resources the students used.*	*A 9th grade class in PE and Wellness is completing a project on diet and nutrition. A rubric, created by the SLMS and the PE teacher, is provided for students to monitor their progress. The SLMS works individually with students engaging them in conversation to check their progress using the rubric.*	*A 5th grade class working on their favorite author project for ELA, compare a piece of their writing with the writing rubric and confer with the SLMS on how it could be improved. They also confer with the SLMS on the resources listed in their works cited.*

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities   [Ohio Standards for the Teaching Profession 6,7]

	Ineffective	Developing	Skilled	Accomplished
COLLABORATION, ETHICS, REFLECTION & PROFESSIONAL DEVELOPMENT	Fails to communicate clearly with the school community about the library program and its services. Does not collaborate with teachers in planning and implementing instructional lessons and units. Does not comply with school and district regulations. Does not adhere to professional ethics of librarianship. Fails to demonstrate ability to accurately self-assess about the effectiveness of library services, resources, instructional strategies and to appropriately identify areas of professional development.	Uses a variety of strategies to communicate with the school community about the library program, new resources and services. Collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the lesson/unit. Understands and follows district policies and state and federal regulations at a minimal level. Is knowledgeable about the ethics of librarianship but inconsistently adheres/follows them. Identifies strengths and areas for growth to develop and implement targeted goals for professional growth.	Uses effective communication strategies with the school community to keep them informed and to promote the use of the library program, new resources and services. Collaborates with some teacher in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies. Models and upholds district policies and state and federal regulations. Is knowledgeable about the ethics of librarianship and consistently adheres/follows them. Using data, sets short- and long-term professional goals and takes action to meet these goals.	Communicates effectively with the school community including outside libraries to keep them informed and employs evidence to promote the effectiveness of instructional efforts as well as to communicate the development of the library program, new resources and services. Collaborates with teachers in most disciplines in designing, planning, and implementing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies. Through teaching and practice, demonstrates a commitment to the professional ethics of librarianship. Sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of services, resources, instructional strategies, and facilities.

Examples	*SLMS conducts an after-school session for teachers on new e-books but does not include an assessment to determine the effectiveness of the professional development.*	*SLMS is aware of copyright but does not post signs in the library to inform teachers and students.*	*On the media center's website, the SLMS creates a Parent Portal that includes a variety of resources for parents to help their children with research. The SLMS also offers monthly sessions for parents on a variety of topics such as: Better Searching through Google; INFOhio Databases: What's New?; How to Get Your Child Research Ready.*	*SLMS plans on assessing her library collection based on text complexity. SLMS attends several professional development sessions, including an online class offered by state association. Using her knowledge from targeted professional development, SLMS undertakes to analyze her library's collection for text complexity.*

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities   [Ohio Standards for the Teaching Profession 7]

		Ineffective	Developing	Skilled	Accomplished
MANAGING THE LIBRARY		Develops a budget proposal that inadequately reflects the needs of the library program.	Develops a budget proposal necessary to maintain the library program.	Develops a budget proposal necessary for a comprehensive library program	Uses data to develop a budget proposal necessary for a progressive and comprehensive library program.
Examples		*SLMS does not include in her proposed budget the purchase of e-books despite teacher requests to do so.*	*SLMS does not include in his proposed budget resources or materials to engage ESL students.*	*SLMS anticipates the need for additional literary non-fiction texts with the implementation of the OLS and solicits specific titles from teachers and consults review sources.*	*SLMS uses data collected from students, teachers, and administrators about e-book readers before writing a grant to the local education foundation.*

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 6,7]

	Ineffective	Developing	Skilled	Accomplished
PLANNING AND EVALUATING THE LIBRARY PROGRAM	Fails to have a plan to evaluate the library program.	Has a plan to evaluate the library program. The plan does not incorporate: • Evaluation of instruction • Print and digital library materials • Use of library services • Use and evaluation of technology infrastructure and devices • Use and evaluation of the physical space • Alignment of resources to OLS	Has a plan to evaluate the library program. The plan incorporates some of the following: • Evaluation of instruction • Print and digital library materials • Use of library services • Use and evaluation of technology infrastructure and devices • Use and evaluation of the physical space • Alignment of resources to OLS	Has a plan to evaluate the library program. The plan incorporates: • Evaluation of instruction • Print and digital library materials • Use of library services • Use and evaluation of technology infrastructure and devices • Use and evaluation of the physical space • Alignment of resources to OLS Uses the data to formulate and implement a plan.
Examples	*SLMS does not survey students to determine how the physical space could be adapted to meet the increase in personal computing devices.*	*SLMS has a plan to evaluate the library but it does not include input from the school community.*	*SLMS has a plan to evaluate the library using survey data from teachers about his instruction but does not include survey data from students.*	*SLMS seeks input from all stakeholders and works to incorporate input.*

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities   [Ohio Standards for the Teaching Profession 7]

		Ineffective	Developing	Skilled	Accomplished
GROWING AND DEVELOPING PROFESSIONALLY		Fails to engage in professional development activities to enhance content knowledge or skill. Resists feedback on teaching performance from supervisors or colleagues. Does not participate in professional organizations. Fails to provide professional development to educational community.	Participates in professional development activities to enhance content knowledge or skill to a limited extent. Accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Finds limited ways to contribute to the profession.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Welcomes feedback on teaching performance from supervisors and colleagues. Participates in various professional development opportunities and takes an active role in a professional organization. Provides professional development activities at faculty meetings and/or in-service programs.	Seeks out professional development activities and makes a systematic effort to conduct action research Seeks out feedback on teaching performance from supervisors and colleagues. Assumes a leadership role in professional organizations Publishes in a professional journal OR provides professional development to educational community such as professional conferences.
Examples		*SLMS does not read current literature on information, media and technology literacies; therefore is unaware of emerging trends in the field*	*SLMS provides a list of INFOhio resources at a departmental meeting but does not help teachers see connections to their own subject area..*	*SLMS attends annual conference or workshop and applies knowledge obtained at sessions to improve and enhance library programming.*	*SLMS engages in professional development activity on using e-books as a way to increase student engagement and assesses the veracity of this finding in her/his library.*

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]

	Ineffective	Developing	Skilled	Accomplished
MAINTAINING ACCURATE RECORDS	Does not maintain accurate or current records.	Maintains records such as inventories of resources, circulation, equipment, as well as statistics of library and resource usage.	Maintains accurate, reasonably current, and accessible records such as a current catalog of resources; circulation records; an inventory of equipment; and statistics of library and resource usage	Maintains accurate, current, and easily accessible records such as a current catalog of resources; circulation records; an inventory of equipment; and statistics of library and resource usage
Examples	*SLMS is unable to determine who has checked out the To Kill a Mockingbird audio-book.*	*SLMS seldom runs collection development reports so has an inaccurate assessment of the collection's age.*	*SLMS provides an annual report to the principal that includes library and resource usage statistics.*	*SLMS furnishes administrators with annual report of statistics and activities and is able to make correlations to student achievement and district goals.*

Teacher Librarian – School Library Media Specialist Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 2,4,7]

	Ineffective	Developing	Skilled	Accomplished
DEVELOPING AND MAINTAINING A COLLECTION OF RESOURCES	Designs and develops a library program that is incoherent in its use of: • Standards-based instruction • Student research and inquiry-based learning • Student self-directed recreational reading • District or professional guidelines for material selection • Current, updated, appealing materials and formats as a result of purging • Balance among different content areas collections Fails to periodically inventory the library. Fails to use an online integrated library system when it is available.	Designs and develops a library program that is minimally coherent in its use of: • Standards-based instruction • Student research and inquiry-based learning • Student self-directed recreational reading • District or professional guidelines for material selection • Current, updated, appealing materials and formats as a result of purging • Balance among different content areas collections Inconsistently inventories the library. Inconsistently uses an online integrated library system when it is available.	Designs and develops a library program that is coherent in its use of: • Standards-based instruction • Student research and inquiry-based learning • Student self-directed recreational reading • District or professional guidelines for material selection • Current, updated, appealing materials and formats as a result of purging • Balance among different content areas collections Consistently inventories the library. Consistently uses an online integrated library system when it is available.	Designs and develops a library program that is exceptionally coherent in its use of: • Standards-based instruction • Student research and inquiry-based learning • Student self-directed recreational reading • District or professional guidelines for material selection • Current, updated, appealing materials and formats as a result of purging • Balance among different content areas collections Regularly inventories the library Demonstrates mastery in the use of an online integrated library system.

Examples	*SLMS does not use review sources for material selection. SLMS makes no effort to participate in professional activities outside of school-sponsored in-service activities to learn about resources for instruction, organization and management of the collection.*	*SLMS uses review sources some of the time. SLMS makes limited effort to participate in professional activities outside of district-sponsored events to learn about resources for instruction, organization, and management of the collection.*	*SLMS uses review sources that may include, but are not limited to AASL booklists, School Library Journal, Booklist, VOYA, Kirkus, Newbery-Caldecott Awards. SLMS is a member of several school library associations (e.g., OELMA, AASL, ALA). SLMS attends professional library or technology conferences (e.g., eTech, ISTE, OELMA, Dublin Literacy) to learn about resources for instruction, organization, and management of the collection.*	*SLMS uses knowledge of resources for instruction, organization, and management of the collection to present at professional conferences OR is published in the field.*