SAU 21 Core Standards Librarian / Media Specialists (LMS)

I. Planning and Preparation

Standard		Rating 4 Highly Effective	Rating 3 Effective	Rating 2 Improvement Necessary	Rating 1 Does Not Meet Standard
1. **The librarian media specialist plans and prepares lessons that meet the educational needs of students.**		The LMS emphasizes a variety of modalities to enhance learning. Plans clearly emphasize student involvement in learning and show that students are responsible for their own learning.	The LMS's directed lessons help students learn. Lessons are well planned & successful. Varieties of modalities are emphasized to enhance learning.	The LMS understands & can articulate needs, but plans don't reflect the understanding of the students' needs. The LMS's plans attempted, but fell short of meeting the needs of the students.	The plan is disjointed and does not meet the needs of the students. The LMS doesn't understand the educational needs of the students.
2. **The LMS plans and prepares lessons that are in accordance with the established curriculum.**		The L/MG plans and prepares lessons, which are not only consistent with established curriculum, but also integrates the curriculum with the "real world" and students' lives.	The LMS plans and prepares lessons, which are consistent with established curriculum and attempts to connect the curriculum with the "real world" and students' lives.	The LMS plans and prepares lessons that are consistent with established curriculum.	The LMS's lessons have no clear connection to the curriculum.
3 **The LMS plans and prepares lessons that utilize a variety of resources demonstrating "openness to new ideas".**		The LMS's plans demonstrate use of school & district resources. The LMS actively seeks to enhance instruction and meet student needs by using materials and information from a variety of sources such as: the curriculum frameworks, professional organizations and community.	The LMS's plans reflect the use of instructional materials and resources that are suitable to the instructional goals and needs of the students.	The LMS's plans display limited awareness of resources available through the school and district for instruction and student needs.	Instructional materials and resources are unsuitable to meet the instructional goals and needs of students; or are not evident.

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4. **The L/MG incorporates student assessment into planning and preparation of lessons.**		The LMS's approach to assessment is congruent with goals. Goals are clearly stated and communicated with students. When appropriate, students participate with LMS in using results for planning. LMS uses assessment results to plan follow-up with individual and group lessons frequently.	The LMS's approach to assessment is suitable to goals. Goals are clearly stated and communicated to/with students. The LMS often uses assessment results to plan follow-up with individual and group lessons.	Some aspects of the approach to assessment are suitable. Criteria is developed, but is not clearly communicated. The results are used for whole group planning.	The approach to assessment lacks congruency with goals. Criteria are not clearly communicated. The results are used for minimal planning.

II. Library / Media Center Environment

Standard		Rating 4 Highly Effective	Rating 3 Effective	Rating 2 Improvement Necessary	Rating 1 Does Not Meet Standard
1. **The LMS models Expected behavior.**		The LMS models thoughtful and respectful behavior. As a result of this modeling, students treat both LMS and peers with similar regard.	The LMS usually demonstrates thoughtful and respectful behavior. As a result of this modeling, students generally treat peers with similar regard and exhibit respect toward the LMS.	The LMS's interaction with students is generally appropriate with occasional inconsistencies. As a result of this modeling, students sometimes exhibit respect for LMS and peers.	The LMS's interactions with students are often characterized by demeaning or condescending remarks that are destructive to the classroom atmosphere. (This does not imply that sarcasm always indicates unsatisfactory performance).
2. **The LMS implements effective, fair, consistent discipline by validating, reinforcing and recognizing appropriate behavior.**		Standards of conduct are clear and consistent in the library/media center. Monitoring by LMS is subtle and preventative; students generally monitor their own behavior.	Standards of conduct are clear to all students. LMS's response to misbehavior is appropriate and successful. Students often monitor their own behavior.	Standards of conduct have been established with most students understanding and abiding by them.	Standards of conduct may have been established, but behavior demonstrates lack of student understanding and/or inconsistent enforcement.
3. **The LMS maintains a positive classroom environment that keeps students on task, and articulates student responsibility.**		Instructional environment clearly articulates student responsibility; as a result, students are productively engaged at all times.	Instructional environment articulates student responsibility; therefore most students are productively engaged all of the time. LMS effectively redirects students' attention when appropriate.	Instructional environment does not articulate student responsibility. Students are not productively engaged.	Students are not productively engaged in learning. Considerable instructional time is lost in non-instructional duties.

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4. **The LMS clearly values and builds a respectful LMC through cooperation and communication.**		LMS inspires a respectful community by nurturing cooperation and communication. Library Media Center environment demonstrates that students have internalized mutual respect.	Interactions between LMS and students demonstrate a generally cooperative, communicative, and respectful learning environment. Library Media Center environment demonstrates that most students have internalized mutual respect.	Interactions between LMS and students indicate some inconsistency in cooperation and communication within the Library Media Center environment demonstrates that some students have internalized mutual respect.	Interactions between LMS and students indicate a lack of cooperation, communication and respect.
5. **The LMS displays materials which reflect the curriculum.**		The LMS creates effective and organized displays that can be used as teaching tools. The displays are current and clearly support the curriculum.	The LMS creates effective and organized displays of student work which are current and support the curriculum.	The LMS creates displays that are not always current and sometimes support the curriculum.	The LMS has no displays, or his/her displays in no way support curriculum objectives.
6. **The LMS organizes and allocates available materials, technology and physical space to support active engagement of students.**		Both LMS and students use physical resources optimally, and ensure that all learning is equally accessible to all students.	The LMS uses physical resources skillfully, and all learning is equally accessible to all students.	The LMS uses physical resources adequately, and at least essential learning is accessible to all students.	The LMS uses physical resources poorly, or learning is not accessible to some students.

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7. **The LMS contributes to the overall school environment.**		The LMS takes obvious pride in his/her work and initiates improvements in it. The LMS makes substantial contributions to the school environment both in and outside the L/MC. LMS assumes a leadership role in at least some aspect of school life.	The LMS takes pride in his/her work and initiates some improvements in it. The LMS makes some contribution to the school environment both in and outside the L/MC.	The LMS takes pride in his/her work but initiates minimal improvement in it. The LMS makes minimal contributions to the school environment both in and outside the L/MC.	The LMS shows limited pride in his/her work, does not initiate improvement, and doesn't contribute outside the L/MC.
8. **The LMS ensures a psychologically and physically safe and inviting learning environment for all students.**		The Library Media Center is safe, and LMS monitoring of learning environment is subtle and preventative. Students monitor their own and peers' behavior, treating one another with respect.	The Library Media Center is safe, and LMS monitoring of learning environment is subtle and preventative. All students treat one another with respect.	The Library Media Center is safe, and the LMS is generally aware of most student behavior. Most students treat each other with respect.	The Library Media Center is unsafe, and the student behavior is not monitored effectively. Mutual respect is not evident.

III. Instruction

Standard		Rating 4 Highly Effective	Rating 3 Effective	Rating 2 Improvement Necessary	Rating 1 Does Not Meet Standard
1. **The LMS demonstrates effective communication skills using language appropriate to students.**		The LMS uses standard spoken and written language. Direction and procedures are clear to students and LMS anticipates student misunderstanding. LMS's spoken and written language is expressive, with well-chosen vocabulary that enriches the lesson.	The LMS uses standard spoken and written language. Directions and procedures are clear to students and contain an appropriate level of detail. The LMS is generally aware of student misunderstanding.	The LMS uses standard written and spoken language, but it is sometimes inappropriate for students' ages or background. The LMS is sometimes unaware of student misunderstanding.	The LMS's written and spoken language is often incorrect. Directions are vague and confusing to students. Grammar and vocabulary may be inappropriate.
2. **The LMS uses appropriate praise and correction.**		The LMS uses appropriate praise and correction to motivate the students. Feedback is timely and of high quality.	The LMS's feedback is consistent, helpful, and delivered in a timely manner.	The LMS is inconsistent in praise and correction. Feedback is not always timely.	The LMS's feedback is limited, not timely, may be inappropriate, and may be of poor quality.
3. **The LMS uses instructional strategies designed for the diverse needs of students.**		Instructional materials are well crafted, and resources are organized to meet the diverse needs of the students. Pacing of the lesson is appropriate and students are actively engaged.	Instructional materials and resources are suitable for the diverse needs of the students. The pace of the lessons is consistent, and students are engaged.	Instructional materials and resources are suitable for most students. The pace of the lesson is sometimes uneven, and not all students are engaged.	Instructional materials and resources are unsuitable and do not engage the students. The pacing is inappropriate.

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4. **The LMS uses feedback from students to modify instruction.**		The LMS uses a variety of assessment tools to meet the individual needs of most students. The LMS will use the feedback to individualize instruction.	The LMS uses a variety of assessment tools to meet the individual needs of the students. The LMS will use the feedback to individualize instruction.	The LMS uses a limited number of assessment tools to meet the needs of the students. The LMS uses feedback on an inconsistent basis to modify instruction.	The LMS does not use feedback to modify instruction.
5. **The LMS's enthusiasm engages students in their learning.**		The LMS engages students in learning by demonstrating excitement through multiple modalities of instruction. Instruction observed addresses all learning styles. Students are observed being active listeners, participants, and self-directed learners.	The majority of students are engaged in learning. Instruction observed addresses most learning styles of students.	Some students are engaged in learning. Minimal learning styles are addressed. The LMS shows some level of enthusiasm.	The LMS demonstrates little or no enthusiasm. Little commitment or investment to students' learning is shown.
6. **The LMS demonstrates content area knowledge necessary to support curriculum.**		The LMS is proactive in serving the students, seeking out resources as necessary. The LMS's use of content is appropriate and links well with students' knowledge and life experiences.	The LMS utilizes resources to serve the students. The LMS's use of content is appropriate and links well with students' knowledge and life experiences.	The LMS's attempts to serve students are inconsistent. Representation of content is inconsistent in quality. Some is done skillfully while other portions are difficult to follow.	Representation of content is inappropriate or unclear. The LMS is unable to meet the needs of the students through the curriculum.

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7. **The LMS promotes reading and using information resources across the curriculum.**		The LMS promotes opportunities to read and to use information resources across the curriculum. The LMS provides a variety of applications that extend students' understanding of the importance of reading and use of information resources beyond the classroom.	The LMS promotes and provides consistent reading and use of information resources across the curriculum.	The LMS provides some reading and use of information opportunities across the curriculum.	The LMS does not promote reading and use of information opportunities for students.
8. **The LMS adapts instruction to unexpected changes.**		The LMS effectively and consistently seizes the "teachable moment' as an opportunity to enhance learning. The LMS adjusts instruction successfully to accommodate students' questions, interests and needs.	The LMS successfully accommodates students' questions, interests and needs by making adjustments to a lesson and the adjustment occurs smoothly.	The LMS attempts to accommodate students' questions, interests and needs by making minor adjustments to a lesson.	The LMS does not accommodate students' questions, interests and needs by making adjustments to a lesson.
9. **The LMS matches available technology to the educational needs of students.**		The LMS demonstrates knowledge of available technology and actively seeks other technological resources to meet the needs of the students. LMS motivates and facilitates students' independent use of technology.	The LMS demonstrates knowledge of available technology by applying its use to meet the needs of the students.	The LMS demonstrates some knowledge of available technology. The LMS is inconsistent in using technology to meet the needs of the students.	The LMS is unaware of available technology resources. LMS does not attempt to meet students' needs by accessing technology.

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10. The LMS integrates content areas.		The LMS identifies connections across content areas. The LMS demonstrates use of personnel and resources, and consistently integrates the content areas. The LMS motivates students to actively identify and understand connections.	The LMS identifies connections across content areas. LMS accesses personnel and resources and consistently integrates the content areas.	The LMS identifies some connections across content areas. The LMS inconsistently integrates the content areas.	The LMS does not identify connections across the content areas. The LMS does not integrate content areas.

IV. Professional Responsibilities

Standard		Rating 4 Highly Effective	Rating 3 Effective	Rating 2 Improvement Necessary	Rating 1 Does Not Meet Standard
1. **The LMS communicates effectively with parents, colleagues, and community.**		A. The LMS communicates proactively with parents and community and responds to their concerns promptly.	The LMS provides regular information to parents, and responds to parents' concerns in a timely manner.	The LMS adheres to required procedures for communicating with and responding to parent and community.	The LMS fails to communicate with parents and community.
		B. The LMS plans, designs and evaluates teaching materials and teaching practices with colleagues.	The LMS often engages in discussions with colleagues about teaching practice.	The LMS sometimes engages in respectful discussions with colleagues about teaching practice.	The LMS rarely or never engages in discussions with colleagues about teaching practice.
2. **The LMS Possesses knowledge of and adheres to federal, state, district and local school guidelines**		The LMS knows and understands federal, state, district and local school guidelines and adheres to them.	The LMS actively seeks knowledge of federal, state, district and local school guidelines and adheres to them.	The LMS is minimally aware of federal, state, district and local school guidelines when needed.	The LMS is unaware of guidelines.

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3. **The LMS evaluates and improves proficiency through self-assessment and participation in on-going professional development.**		LMS continually and skillfully self evaluates and seeks out opportunities for professional development to improve proficiency.	LMS frequently self evaluates and often seeks out opportunities for professional development to improve proficiency.	LMS sometimes self evaluates and occasionally seeks out opportunities for professional development.	LMS fails to self evaluate and does not seek out opportunities for professional development.
4. **The LMS understands the culture, mission and demographics of the school.**		The LMS has a clear understanding of the culture, mission, and demographics of the school and uses that understanding in an exemplary fashion.	The LMS has an understanding of the culture, mission and demographics of the school and utilizes that understanding effectively.	The LMS accepts and understands the culture, mission and demographics of the school.	The LMS lacks clear understanding of the culture, mission and demographics and their impact on the school community.
5. **The LMS participates in school and district projects and/or committees.**		The LMS volunteers to participate in school or district projects/committees and makes a substantial contribution.	The LMS participates in school or district projects/committees when specifically asked.	The LMS participates in school or district projects/committees when assigned.	The LMS participates reluctantly in school or district projects/committees when assigned.

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6. **The LMS attends to professional responsibilities beyond the classroom.**		The LMS anticipates professional responsibilities and completes them promptly and efficiently.	The LMS meets professional responsibilities in a timely fashion.	The LMS usually meets professional responsibilities. Occasional reminders may be necessary to ensure completion of these responsibilities.	The LMS fails to meet professional responsibilities.
7. **The LMS works cooperatively and respectfully with colleagues.**		Support and cooperation characterize the LMS 's relationships with colleagues. LMS takes the initiative in assuming leadership among the faculty.	Support and cooperation characterize the LMS 's relationships with colleagues.	The LMS maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	The LMS 's relationships with colleagues are negative or self-serving.

V. Administration of Library Center

Standard		Rating 4 Highly Effective	Rating 3 Effective	Rating 2 Improvement Necessary	Rating 1 Does Not Meet Standard
1. **The LMS engages in program development by designing, executing, and evaluating a library media program that incorporates information literacy skills and is responsive to the school curriculum.**		The LMS develops and implements exceptional strategies and flexible, long-range plans which enhance the instructional program.	The LMS develops and implements strategies and long-range plans which enhance the instructional program.	The LMS shows some evidence of program development.	The LMS shows no evidence of program development.
2. **The LMS develops and implements an annual budget based on the needs and objectives of the LMC and school curriculum.**		The LMS develops and implements an annual budget with considerations for long range goals, presents and supports that budget with statistical records and other program documentation.	The LMS develops and implements an annual budget with knowledge of school curriculum and current program needs.	The LMS develops and implements an annual budget minimally aware of school curriculum and program needs and objective of the LMC.	The LMS does not develop and implement an annual budget according to the objectives of the LMC and the school curriculum.
3 **The LMS trains, supervises and evaluates non-professional personnel to perform LMC duties proficiently.**		The LMS provides leadership in training, supervising, and evaluating non-professional personnel to perform LMC duties proficiently.	The LMS provides training, supervising, and evaluation to non-professional personnel to perform LMC duties proficiently.	The LMS sometimes provides training, supervision, and evaluation to non-professional personnel.	The LMS fails to train, supervise, and evaluate non-professional personnel.

Standard		Rating 4 Highly Effective	Rating 3 Effective	Rating 2 Improvement Necessary	Rating 1 Does Not Meet Standard
4. **The LMS demonstrates competency in collection development with skills in selection, acquisition, circulation and maintenance of materials and equipment.**		The LMS demonstrates superior skills in adhering to a written and approved collection development policy.	The LMS adheres to a written collection development policy.	The LMS is aware of the need for a collection development policy.	The LMS does not have nor is aware of the need for collection development policy.