

LIBRARY MEDIA SPECIALIST EVALUATION INSTRUMENT

<i>Performance Rating</i>				
	Requires Action (0 points)	Progressing (1 point)	Accomplished (2 points)	Exemplary (3 points)
Domain 1: Planning and Preparation (Domain weight: 25%)				
1a: Demonstrating Knowledge of Classroom Curriculum (Component weight: 4%)	The library media specialist demonstrates limited awareness of classroom curriculum and instructional content. The library media specialist rarely meets with curriculum specialists or school-based committees and/or rarely attends trainings to learn about curriculum standards and requirements. The library media specialist seldom supports classroom curriculum.	The library media specialist is knowledgeable about classroom curriculum and instructional content in one or two disciplines. The library media specialist may meet with curriculum specialists or school-based committees and/or may attend trainings to learn about curriculum standards and requirements. Awareness of classroom curriculum allows the library media specialist to support learning in one or two disciplines.	The library media specialist is knowledgeable about classroom curriculum and instructional content in multiple disciplines. The library media specialist meets with curriculum specialists and school-based committees and attends trainings to learn about curriculum standards and requirements. Awareness of classroom curriculum allows the library media specialist to support learning in multiple disciplines.	The library media specialist is knowledgeable about classroom curriculum and instructional content in most disciplines. The library media specialist meets with curriculum specialists and school-based committees and attends multiple trainings to learn about curriculum standards and requirements. Awareness of classroom curriculum allows the library media specialist to support learning in most disciplines.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Knowledge of classroom curriculum				
1b: Demonstrating Knowledge of Students (Component weight: 4%)	The library media specialist does not adequately or accurately describe students at the school. A connection between student characteristics and the media program is not clear.	The library media specialist provides general information about student characteristics and demographics. A connection between student characteristics and the media program may not be clear.	The library media specialist uses specific examples of students' situations or describes common community and family characteristics. The library media specialist makes clear connections between student characteristics and the media program. The library media specialist clearly describes a connection between student data and some aspects of program planning.	The library media specialist uses multiple specific examples of students' situations and describes common community and family characteristics. The library media specialist makes significant and complex connections between student characteristics and the media program. The library media specialist provides evidence of how student data guides most elements of library programming.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language proficiency Knowledge of students' interests, cultural heritage, and special needs				
1c: Establishing Goals for the Library Media Program Appropriate to the Setting and the Students Served; Supporting the Total School Program (Component weight: 5%)	The library media specialist does not specify media center goals, or goals are general in nature and do not reflect student needs based on school-wide data.	The library media specialist reviews media goals annually. A connection between media center goals and school-wide data and goals, or classroom initiatives may not be clear.	The library media specialist includes administration when annually reviewing media goals. The library media specialist adjusts goals based on student needs using available school-wide data. The library media specialist identifies what data sources were used and outlines the role of the media program in response to that data. Goals go beyond circulation data and general programming. Goals support school-wide and/or classroom goals, classroom initiatives, and/or themes.	The library media specialist includes administration and faculty when annually creating and reviewing media goals. The library media specialist routinely adjusts goals as needed based on student needs and multiple sources of available school-wide data. The library media specialist identifies what data sources were used and outlines the role of the media program in response to that data. Goals go beyond circulation data to thoroughly support programs and connect to school-wide goals, classroom initiatives, and themes.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Collaboration in goal setting Knowledge of school-wide data				

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1d: Demonstrating Knowledge of Skills and Responsibilities of the Library Media Specialist (Component weight: 4%)	The library media specialist demonstrates limited understanding of best practice elements including a research model, digital literacy, and/or knowledge of population-appropriate literature. LMS may not effectively connect patrons with appropriate materials. LMS may not stay current in best practice elements.	The library media specialist demonstrates a basic understanding of some best practice elements including a research model, digital literacy, and/or knowledge of population-appropriate literature. LMS may have a rudimentary understanding of how to connect patrons with appropriate materials. LMS may attend mandatory meetings and trainings to stay current in best practice elements.	The library media specialist demonstrates an understanding of best practice elements including a research model, digital literacy, and knowledge of population-appropriate literature. LMS understands how to connect patrons with appropriate materials. LMS actively seeks to stay current in areas of best practice elements.	The library media specialist regularly demonstrates knowledge of multiple best practices, trends in research, digital literacy, and knowledge of population-appropriate literature. The library media specialist applies best practice knowledge when developing programs, ordering materials, and providing stakeholder assistance in the media center. The library media specialist actively seeks to stay current in multiple areas of best practice elements.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Knowledge of information, media, and digital literacy Knowledge of the research process				
1e: Collection Development and Maintenance (Component weight: 4%)	Library media specialist may assess and weed the collection on a limited basis or may fail to adhere to district and professional selection guidelines. When purchasing materials, the library media specialist seldom considers input from stakeholders. The collection is not balanced or does not support the curricular needs or reading interests of many users. The collection needs maintenance.	Library media specialist may assess and weed the collection but does not follow systematic procedures for doing so. The library media specialist may not adhere to district and professional selection guidelines. The library media specialist sometimes considers input from stakeholders before purchasing resources for the collection. The collection is somewhat balanced and supports the curricular needs and reading interests of some users. The collection may need maintenance.	Library media specialist consistently assesses and weeds the collection, and adheres to district and professional selection guidelines. The library media specialist proactively gives needs assessments at least annually to solicit input from stakeholders when purchasing resources for the collection. Community members' input may be solicited. The collection is balanced, maintained, and supports the curricular needs and reading interests of most users. The library media specialist may advocate for additional funds to purchase resources for the collection.	Library media specialist consistently uses a systematic analysis to assess and weed the collection and adheres to district and professional selection guidelines. Multiple needs assessments are given to solicit stakeholder input regarding the purchase of materials. Community members' input is solicited. The collection is balanced, well maintained, and supports the curricular needs and reading interests of most users. The library media specialist successfully advocates for additional funds to purchase resources for the collection.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Needs assessment, collection analysis Selection, weeding, maintenance				
1f: Developing a Plan to Evaluate the Library Media Program (Component weight: 4%)	The library media specialist does not administer a program survey or use other data-gathering methods.	The library media specialist annually administers a general program survey or uses other data-gathering methods. Efforts may only address one subgroup of stakeholders. It may be unclear how survey data impacts planning. Circulation data is used for general analysis.	The library media specialist annually administers a general program survey to multiple subgroups of stakeholders and also collects data about specific program elements or events. The library media specialist analyzes results and uses this information when planning the library media program. Library media program data is examined in subgroups of students to help monitor progress toward goals.	The library media specialist annually administers a general program survey and continuously collects data regarding specific program elements. Students, staff, and community are included in the process. The library media specialist analyzes results and uses this information when planning the media program. Library media program data is examined in subgroups of students to help monitor progress toward goals.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Evaluation tool Automated systems data				

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Domain 2: The Environment (Domain weight: 25%)				
2a: Creating an Environment of Respect and Rapport (Component weight: 5%)	Interactions between the library media specialist, students, and adults are generally negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library media specialist, students, and adults are respectful, generally appropriate, and free from conflict, but may be characterized by occasional displays of insensitivity, harshness, or lack of responsiveness to cultural or developmental differences among students.	Interactions between the library media specialist, individual students, and adults are polite and respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. The library media specialist fosters an environment of civility among students in the library.	Interactions between the library media specialist, individual students, and adults are polite and respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. The library media specialist fosters an environment of civility among students in the library. Students themselves ensure a high level of civility among students in the library.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Interpersonal relationships Interactions with stakeholders				
2b: Establishing an Environment for Learning (Component weight: 5%)	The library media specialist has not established appropriate expectations for productivity. Students are not using the media center resources appropriately. The library media specialist has an inadequate presence in the media center or does not address student needs.	The library media specialist has somewhat established expectations that students use the library productively. Some students may not be using the media center resources appropriately. The library media specialist is accessible to students.	The library media specialist has established expectations that students are productively engaged. Many students are using the media center resources appropriately. The library media specialist has a solid presence in the main reading room with awareness of individuals and groups using the media center.	The library media specialist has established high expectations that students are productively engaged. Students appear to have internalized these expectations. The majority of students are consistently using the media center resources appropriately. The library media specialist has a dynamic presence in the main reading room, circulating among a variety of activities and groups to assist, instruct, and provide guidance.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Presence and use of media center Expectations for learning and engagement				
2c: Establishing and Maintaining Library Procedures (Component weight: 5%)	Library guidelines and procedures are inconsistent or lacking and do not effectively provide access to the resources, the library, and the expertise of the library media specialist, and general confusion is the result. Available assistants are not used effectively.	Library guidelines and procedures are somewhat established in the areas of circulation and scheduling as allowable within the school but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the library media specialist. Available assistants may not be used effectively.	Library guidelines and procedures have been established in the area of circulation and scheduling as allowable within the school to provide for adequate access to the resources, equipment, the facility, and the expertise of the library media specialist, and function smoothly. Available assistants help programs run smoothly.	Library guidelines and procedures are sophisticated and consistent in the areas of circulation and scheduling as allowable within the school to provide for optimal access to the resources, equipment, the facility, and the expertise of the library media specialist. The operation is seamless with students assuming considerable responsibility. The procedures are communicated effectively to all stakeholders. Available assistants help programs run smoothly.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Management of materials Scheduling procedures Training and use of assistants Establishes circulation procedures				

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<p>2d: Managing Student Behavior (Component weight: 5%)</p>	<p>The library media specialist has not established clear standards of conduct or does not monitor student behavior. The library media specialist response to student misbehavior is repressive, disrespectful, or negatively impacts the learning environment.</p> <p>The library media specialist does not appropriately reinforce positive behavior. The library media specialist does not address off-task, inappropriate, or challenging behavior efficiently.</p> <p>Inappropriate and off-task student behavior has significant negative impact on student learning.</p>	<p>The library media specialist has made an effort to establish standards of conduct, attempts to monitor student behavior, and responds to student misbehavior.</p> <p>The library media specialist appropriately reinforces positive behavior. The library media specialist addresses some off-task, inappropriate, or challenging behavior efficiently.</p> <p>Inappropriate and off-task student behavior has some negative impact on student learning.</p>	<p>The library media specialist has established and communicated standards of conduct, monitors student behavior, and appropriately responds to student misbehavior. Monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs.</p> <p>The library media specialist appropriately reinforces positive behavior. The library media specialist addresses most off-task, inappropriate, or challenging behavior efficiently.</p> <p>Inappropriate and off-task behavior has little negative impact on student learning.</p>	<p>The library media specialist has established and communicated standards of conduct, monitors student behavior, and appropriately responds to student misbehavior. Monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in advocating for appropriate conduct in the media center.</p> <p>The library media specialist appropriately reinforces positive behavior and there is significant evidence that students reinforce a positive culture. The library media specialist efficiently addresses almost all off-task, inappropriate, or challenging behavior.</p> <p>Inappropriate and off-task behavior has no negative impact on student learning.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Elements include: Expectations Monitoring of and response to student behavior Withitness</p>				
<p>2e: Organizing Physical Space (Component weight: 5%)</p>	<p>The library is not organized for safety or has poor traffic flow. The library is cluttered and uninviting.</p> <p>Shelves are in disarray and ongoing projects or other materials clutter the reading room or prevent access to the collection.</p> <p>Signage is confusing or nonexistent. Displays may be nonexistent.</p> <p>Media workrooms and storage areas may be cluttered or have inaccessible areas.</p>	<p>The library is organized for safety and ease of traffic flow but may not be inviting to stakeholders.</p> <p>Books and other materials lack order and accessibility is impacted by disorganization.</p> <p>Some signage is provided to identify collections, direct traffic, and establish procedures. Some simple displays are present.</p> <p>Media workrooms and storage areas may be cluttered or have inaccessible areas.</p>	<p>The library is inviting and organized for safety and ease of traffic flow. Areas are designated and equipped for various functions including leisure reading, classroom activities, and computer use.</p> <p>Books and other materials are orderly and accessible.</p> <p>Signage for collection subdivisions promotes self-directed use. Other signage may include traffic direction and procedural explanations.</p> <p>Displays of materials are timely and thematic in nature and designed to market the collection. Displays engage the stakeholders.</p> <p>Media workrooms and storage areas are organized and all areas are accessible. Signage may be included to enhance accessibility.</p>	<p>The library is inviting and very effectively organized for safety and ease of traffic flow. The library easily accommodates a variety of daily and special event functions.</p> <p>All books and other materials are extremely orderly and accessible.</p> <p>Significant signage is provided to subdivide collections, highlight curriculum-related materials, specific topics and authors of interest, and support self-directed use. Other signage may include traffic direction and procedural explanations.</p> <p>Multiple displays of materials are timely, thematic in nature and designed to market the collection. Displays engage the stakeholders. A connection is clear between displays and classroom activities or curriculum.</p> <p>Media workrooms and storage areas are neat and organized, and materials are accessible. Signage is included to enhance stakeholder accessibility.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Elements include: Consideration of functions (storage, access, signage, floor plan) Shelving procedures Displays</p>				

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Domain 3: Delivery of Service (Domain weight: 30%)				
3a: Engaging Students in Information Literacy (Component weight: 5%)	Little or no evidence is observed that the library media specialist works with groups to teach research and library skills.	The library media specialist conducts sessions with groups of students to teach research and/or library skills with print and/or online tools, but a clear connection to a curricular assignment may not be apparent.	The library media specialist conducts sessions with groups of students to teach research and/or library skills with print and/or online tools in the context of curricular assignments. These sessions are provided to a variety of groups and are regular elements of the media center program.	In partnership with the classroom teacher, the library media specialist systematically and actively develops and teaches research/library skill lessons and units. Lessons and units are in the context of curricular assignments. These sessions are provided to a variety of groups on a consistent and frequent basis.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Information literacy (the ability to find and use information) Instructional visits, intervention groups, and learning centers Collaboration with teachers Media calendar				
3b: Cooperating and Coordinating with Stakeholders (Component weight: 5%)	The library media specialist does not effectively assist stakeholders with media center resources. Information sharing may be limited to signage, brochures, or referring stakeholders to other sources for assistance.	The library media specialist assists stakeholders with media center resources at a basic level or in a cursory manner. The library media specialist may be willing to assist but is hesitant or uncertain about resources available. Information is shared using a variety of media such as signage, brochures, websites, emails, announcements, etc.	The library media specialist knowledgeably assists stakeholders with media center resources. The library media specialist assists teachers in organizing materials for student assignments and activities. Information is shared using a variety of media and includes individual and group hands-on instructional sessions.	The library media specialist anticipates and meets the curricular needs of stakeholders. The library media specialist introduces stakeholders to new or additional resources and assists teachers in organizing materials for student assignments and activities in varied and complex ways. Information is shared using a variety of media. Sessions for stakeholders are systematically planned and based on needs assessment data.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Collaboration with stakeholders Schedule, promotion, and assistance with use of the use of resources				
3c: Engaging Students in Literature Activities (Component weight 5%)	It is not evident that the library media specialist engages students in literature appreciation activities beyond locating books.	The library media specialist provides literature activities for limited groups of students. Activities may be static, ineffective, or lack connection to curricular or school-wide themes. Activities may be promoted through posters and displays etc. in the media center.	The library media specialist provides literature activities differentiated for student developmental levels, interests, and abilities. Connections may be made to classroom curriculum or school-wide themes. Activities are promoted through a variety of media including posters, displays, morning show, etc.	The library media specialist works with classroom teachers to systematically and actively develop literature-based lessons and activities across the grade levels. The library media specialist teaches multiple lessons that vary throughout the year. Activities are promoted through a variety of media including posters, displays, morning show, etc.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Literature appreciation Library programming				

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3d: Assisting Stakeholders in the Use of Technology in the Library Media Center (Component weight 5%)	The library media specialist's technology use is limited. When needed, the library media specialist may not provide assistance with available technologies or does so ineffectively.	The library media specialist's technology use is limited. Assistance provided to stakeholders is limited to basic technology procedures.	The library media specialist uses technology proficiently and models available technology during lessons. The library media specialist assists stakeholders with instructional applications and the use of technology for academic productivity.	The library media specialist uses cutting-edge technologies in the media center and during lessons. The library media specialist assists stakeholders with instructional applications, the use of technology for academic productivity, and new technology tools in the context of the classroom curriculum.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Assistance with resources Use of technology				
3e: Demonstrating Flexibility and Responsiveness (Component weight 5%)	The library media specialist adheres to a library media program in spite of evidence of its inadequacy. The library media specialist does not appropriately accommodate stakeholders.	The library media specialist makes limited changes in the library media program in response to data. The library media specialist responses to stakeholder requests/ feedback are limited.	The library media specialist makes necessary revisions to the library media program as needed in response to data. The library media specialist seamlessly accommodates changing needs and requests on a regular basis.	The library media makes necessary revisions to the library media program based on multiple data sources. The library media specialist finds creative ways to adapt the program and continue services at a high level under challenging circumstances.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Response to stakeholder needs Timeliness of assistance Revisions to the media program Withitness				
3f: Delivering Instruction (Component weight 5%)	There is little intellectual engagement. Instructional activities, materials, and groupings of students are inappropriate. The structure and/or pacing of the lesson is inappropriate. The instructional outcome of the lesson may be unclear to students. The library media specialist's questions do not give an accurate pulse of the class's understanding. Questions are low-level or inappropriate, eliciting recitation rather than discussion. Assessment may not be used during instruction. Students may be unaware of the assessment criteria used to evaluate their work.	There is moderate intellectual engagement. Instructional activities, materials, and groupings of students are partially appropriate. The lesson has a recognizable structure, but pacing may be inappropriate. The library media specialist attempts to explain the instructional outcome but has limited success. The library media specialist asks questions that check for understanding and elicit thoughtful responses some of the time, but most are low-level and/or posed in rapid succession. The library media specialist attempts to engage students in the discussion but may only be partially successful. Assessment involves the library media specialist monitoring of student progress. Feedback to students is uneven. Students are aware of only some of the assessment criteria used to evaluate their work.	Students are engaged in a high level of rigor. Instructional activities, materials, and groupings of students are fully appropriate. The lesson is appropriately paced. The library media specialist effectively communicates the stated objectives in context for curriculum support. The library media specialist asks questions that check for understanding and elicit thoughtful responses most of the time. The library media specialist probes for higher level of understanding. Students participate in discussion. Students' self-assessment is used. High-quality feedback is given to students. Students are fully aware of the assessment criteria used to evaluate their work.	Throughout the lesson, students are highly intellectually engaged in significant learning and make material and relevant contributions to the lesson. The structure and pacing allow for student reflection and closure. The library media specialist effectively develops the students' understanding of the stated objectives in context for curriculum support. The library media specialist asks questions that check for understanding of content and reflect high expectations. Questions probe for a higher level of understanding. Students formulate high-level questions. Assessment is used in a sophisticated manner. High-quality feedback is given to students from a variety of sources. Students are fully aware of the assessment criteria used to evaluate their work.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elements include: Activities and assignments Grouping of students Use of instructional materials Structure and pacing Collaborative planning with classroom teacher Monitoring of student learning, feedback to students, and lesson adjustment				

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Domain 4: Professional Responsibilities (Domain weight: 20%)									
4a: Reflecting on Practice (Component weight: 3%)	The library media specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The library media specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library media program. Reflection is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	The library media specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library media program. Reflection is accurate, citing specific positive and negative characteristics. Some specific suggestions are made as to how the media program might be improved.	The library media specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library media program. The library media specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Elements include: Reflection Vision									
4b: Maintaining Accurate Records and Media Budget (Component weight: 3%)	The library media specialist does not maintain accurate or current records.	The library media specialist maintains records including a current catalog of resources, circulation records, an inventory of media center equipment, and statistics of library media use.	The library media specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of media center equipment; and statistics of library media use. These records are reported at the end of the year.	The library media specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of media center equipment; and statistics of library media use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Elements include: Circulation Statistics Property and library book inventory Use of data									
4c: Communicating with Stakeholders (Component weight: 4%)	The library media specialist does not communicate with the school community about the library media program and services.	The library media specialist inconsistently communicates with the school staff and community to keep them informed and to promote the use of the library media program, new resources, and services.	The library media specialist communicates with the school staff and community to keep them informed and to promote the use of the library media program, new resources, and services.	The library media specialist effectively and consistently communicates with the school staff and community. They communicate the development of the library media program, new resources and services. The library media specialist actively solicits feedback and input from the school staff and community to improve instruction, program, and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d: Participating in a Professional Community (Component weight: 3%)	The library media specialists' relationships with colleagues are frequently negative or self-serving and the library media specialist avoids or refuses to be involved in school and district events and projects.	The library media specialist participates in school and district events and projects when specifically requested. The library media specialist usually maintains a positive collaborative relationship with colleagues.	The library media specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	The library media specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Elements include: Participation in school and district projects Involvement in a culture of professional inquiry Relationships with colleagues									

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<p>4e: Growing and Developing Professionally (Component weight: 3%)</p>	<p>The library media specialist makes no attempt to go beyond what is required for maintaining certification. The library media specialist resists feedback on performance from either supervisors or more experienced colleagues. The library media specialist makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The library media specialist participates in professional activities when convenient. The library media specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. The library media specialist contributes to the profession to a limited extent.</p>	<p>The library media specialist seeks out opportunities for professional development to enhance professional practice. The library media specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. The library media specialist participates actively in assisting other educators.</p>	<p>The library media specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. The library media specialist seeks out feedback from both supervisors and colleagues. The library media specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Elements include:</i> Enhancement of professional knowledge Receptivity to feedback from colleagues</p>				
<p>4f: Showing professionalism (Component weight: 4%)</p>	<p>The library media specialist inconsistently adheres to standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist fails to comply with copyright laws and school and district regulations. The library media specialist has difficulty demonstrating respect, responsibility, honesty and integrity; requires frequent support supervision; resists feedback from colleagues and administrators and does not work cooperatively with students, staff, administrators or the community.</p>	<p>The library media specialist strives to adhere to standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist complies minimally with copyright laws and school and district regulations; doing just enough to get by. The library media specialist strives to demonstrate behaviors that model the values of respect, responsibility, honesty and integrity. However, he or she requires some support supervision. He or she responds appropriately to and acts upon feedback from colleagues and administrators and works cooperatively with students, staff, administrators and the community most of the time.</p>	<p>The library media specialist consistently adheres to standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist complies fully and voluntarily with copyright laws and school and district regulations. The library media specialist demonstrates high standards of respect, responsibility, honesty and integrity; performs with minimum supervision, responds well to and acts upon feedback from colleagues and administrators and works cooperatively with students, staff, administrators and the community.</p>	<p>The library media specialist consistently adheres to and models standards for professional conduct, librarianship, and overall performance requirements, including attendance and punctuality. The library media specialist complies fully and voluntarily with copyright laws and school and district regulations. The library media specialist helps members of the school community understand and adhere to these professional regulations. The library media specialist consistently demonstrates high standards of respect, responsibility, honesty, and integrity; performs with minimal supervision, responds well to and acts upon feedback from colleagues and administrators works cooperatively with students, staff, administrators and the community and actively encourages colleagues to do so.</p>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Elements include:</i> Copyright law Ethical use of information Intellectual freedom Privacy/confidentiality</p>				