Hawaii Adapted Framework for Teaching School Library/Media Specialist Rubric

Adapted from the Champaign Illinois School District Charlotte Danielson Framework for Specialist Positions: Library/Media Specialists

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for investigation and love of literature.	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
Critical Attributes	• *Librarian does not communicate the importance of seeking information* • *Librarian does not promote reading as an integral part of learning and personal growth* • *Librarian does little or nothing to promote reading for enjoyment*	• *Librarian communicates the importance of seeking information, but the process is unstructured* • *Librarian inconsistently promotes reading as an integral part of learning and personal growth* • *Librarian employs limited or inconsistent strategies to promote reading for enjoyment*	• *Librarian uses a variety of techniques to create a learning rich library environment* • *Librarian communicates the importance of systematically seeking information* • *Librarian directs initiatives that promote reading as an integral part of learning and personal growth* • *Librarian employs a variety of strategies to promote reading for enjoyment*	• *Librarian advocates for the evaluation and access to a variety of information resources* • *Librarian models effective information seeking behaviors for students and colleagues* • *Librarian models an appreciation for the importance of reading through the development of a variety of activities and events* • *Librarian consistently utilizes individualized strategies to promote reading for enjoyment*
Possible Examples of Evidence	• *Observation* • *Created and implemented library curriculum plan integrated with state content standards, distant learning, blended learning.* • *Conducted in-service training for school on library use.* • *Administered interest survey resulting in acquisition of new resources.* • *Displayed student work and materials.* • *Recorded data of student participation in library-initiated activities, such as Read Across America, Reading Promotion program, book fairs, Nene Awards, book clubs, etc.* • *Established a reading corner.* • *Encouraged individual student inquiry projects.* • *Lesson plans incorporating reading strategies.* • *Assessments of programs and services as well as lessons.* • *Reading recommendation lists and online book trailers.* • *Student reading/viewing logs.* • *Blogs and wikis promoting reading.* • *Database usage records.* • *Records of partnerships with community organizations.* • *Circulation/collection statistics.* • *Connecting with authors using technology.* • *Hosting author/illustrator visits.*			

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2c: Establishing and maintaining library procedures.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
Critical Attributes	• *Media Center routines and procedures are not established* • *Media Center's physical environment includes physical hazards, endangering student and staff safety* • *Library assistant requires constant supervision to function within the library program*	• *Media Center routines and procedures need frequent reminders/re-teaching* • *Media Center's physical environment is not an impediment to learning, but does not enhance learning* • *Library assistant requires guidance to contribute to the success of the library program*	• *Media Center routines and procedures function smoothly* • *Media Center is organized for safety, easy traffic flow and learning* • *Library assistant contributes to the success of the library program*	• *Members of the learning community can independently navigate the Media Center and utilize its resources* • *Members of the learning community take the initiative to ensure their time in the Media Center is used productively* • *Library assistant takes initiative and contributes to the success to the library program*
Possible Examples of Evidence	• *Observation* • *Established and labeled areas for office space, circulation area, storage, processing materials, etc. to guide the library user.* • *Created policies and procedures manual.* • *Developed accommodations for physical/visual impaired colleagues and students.* • *Developed written job description for library assistant.* • *Documented evaluation of library assistant.* • *Published policies governing routines for selection and deselection of appropriate media materials.* • *Cooperative purchasing agreements.* • *Examples of resource sharing.*			

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3b: Collaborating with teachers in the design of instructional units and lessons.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Critical Attributes	• *Librarian's relationship with colleagues is characterized by negativity or combativeness* • *Librarian purposefully avoids collaboration* • *Librarian avoids involvement in assisting classroom teachers in instructional lessons and units*	• *Librarian has pleasant relationship with colleagues* • *When invited, Librarian has collaborative relationships with colleagues* • *When asked, Librarian assists classroom teachers in instructional lessons and units*	• *Librarian has supportive relationships with colleagues* • *Librarian seeks out collaborative opportunities with colleagues* • *Librarian volunteers to assist classroom teachers in instructional lessons and units*	• *Librarian takes a leadership role in promoting collaborative relationships between colleagues* • *Librarian takes a leadership role in providing multiple resources to colleagues that contribute to successful student outcomes*
Possible Examples of Evidence	• *Observation* • *Implemented units of instruction demonstrating collaborative work with colleagues (aligned to State content standards).* • *Provided evidence of partnership with school, family, and community organizations.* • *Participated in resource sharing networks.* • *Provided documentation of initiating support to teachers.* • *Participated in school-wide committees, such as leadership team.* • *Collaboration logs*			

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3c: Engaging students in enjoying literature and in learning information skills.	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
Critical Attributes	• *Few students are intellectually engaged in enjoying literature and in learning information skills* • *Librarian does little or nothing to promote reading for enjoyment*	• *Some students are intellectually engaged in enjoying literature and in learning information skills* • *Librarian employs limited or inconsistent strategies to promote reading for enjoyment*	• *Most students are intellectually engaged in enjoying literature and in learning information skills* • *Librarian employs a variety of strategies to promote reading for enjoyment*	• *Virtually all students are intellectually engaged in enjoying literature and in learning information skills and seeks opportunities to share with peers* • *Librarian consistently utilizes individualized strategies to promote reading for enjoyment*
Possible Examples of Evidence	• *Observation* • *Created and implemented assessment tools to measure growth in reading competency.* • *Implemented units of instruction demonstrating collaborative work with colleagues (aligned to State content standards).* • *Documentation of student participation in activities involving information skills and reading of literature.* • *Encouraged individual student inquiry projects.* • *Student reflections on work.* • *Portfolios of student work.* • *Projects displaying use of multiple literacies.* • *Student and teacher evaluations of collections and information access.*			

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Assisting students and colleagues in the use of technology in the library/media center.	Library/media specialist declines to assist students and colleagues in the use of technology in the library/media center.	Library/media specialist assists students and colleagues in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and colleagues in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and colleagues in the use of technology in the library/media center.
Critical Attributes	• *Librarian provides no instruction on the use of information technology*	*Librarian is inconsistent in providing instruction on the effective use of information technology*	• *Librarian provides guided instruction on the effective use of information technology*	• *Librarian promotes the independent use of information technology among students and colleagues*
Possible Examples of Evidence	• *Observation* • *Provided in-service training for colleagues and students.* • *Created documents, such as library/media center schedule/log that showed opportunities for every student to utilize the center according to their needs.* • *Assisted in bibliography or web quest of the resources for a specific unit taught emphasizing curriculum connections.* • *Descriptions of technologies used.* • *Examples of student work using instructional technologies.* • *Assessments of student work using instructional technologies.* • *Library web site.* • *Webliographies (lists of online and text resources).*			