

Library Educator Rubric

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Standard I: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements	<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the subject matter and of the pedagogy the subject matter requires. • Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn and behave. • Designs, adapts and/or implements units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills. • Develops well-structured lessons with appropriate student engagement strategies. • Develops lessons with challenging, measurable objectives. • Selects materials to support learners at various developmental levels and abilities. • Administers a library in which the materials and environment facilitate independent and collaborative learning. • Collaborates with teachers and teaches information and research skills through whole-class, small group and individual instruction that is well-planned and has clear objectives. • Administers the library program, including maintaining and developing the collection; managing circulation of resources; managing staff and/or volunteers; and managing and maintaining technology resources.
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Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding. Assessment results are used to develop differentiated and enhanced learning experiences and improve future instruction.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements	<ul style="list-style-type: none"> • Designs and administers a variety of assessments to measure each student's learning, growth and progress toward achieving state/local standards. • Organizes and analyzes results from a variety of assessments to determine student progress toward intended outcomes. • Implements common assessments. • Uses findings from analysis of formative assessments to adjust practice during and between lessons and to develop differentiated and enhanced learning experiences for future lessons. • Collaborates with classroom teachers to assess student growth in skills.
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Indicator I-C. Analysis: Analyzes data from assessments individually and collaboratively. Draws conclusions and shares them appropriately with colleagues and students. Collaborates with colleagues and students to determine practices that will improve student learning.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements	<ul style="list-style-type: none"> • Individually and collaboratively analyzes a wide range of assessment data to improve student learning. • Identifies and/or implements appropriate differentiated interventions and enhancements based on analysis. • Shares data-based insights about student progress with appropriate colleagues (e.g., general education, special education, and English learner staff). • Seeks feedback from colleagues about instructional or assessment practices that will support improved student learning. <p>Provides useful age-appropriate feedback and engages students in constructive conversation that focuses on how students can improve their performance.</p>
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Standard II: Teaching All Students. *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements

- Defines high expectations for the quality of student work and the perseverance and effort required to produce it.
- Uses instructional practices that are likely to motivate and engage most students during the lesson.
- Uses appropriate practices to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English language learners.
- Provides students with a clear sense of purpose for the lesson or unit.
- Activates students' prior academic knowledge and skills and makes connections to build student understanding.
- Uses clear explanations, appropriate language, and examples to present material.
- Is flexible and modifies lessons when necessary, effectively responding to student needs in the moment.
- The library teacher collaborates with teachers to find and create exemplars and rubrics for research projects.

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students and teachers to take academic risks, challenge themselves, and claim ownership of their learning.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements

- Uses routines and appropriate responses that create and maintain a safe physical and intellectual environment.
- Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in diverse groups.
- Creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.
- Helps students to take responsibility for their own actions.

Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, language, family, social class, strengths, and challenges are respected.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements

- Actively integrates respect for human differences and anti-bias/anti-racist strategies into educational practices.
- Uses strategies and practices that enable students to recognize and respect their own and others' differences.
- Creates and maintains a safe and respectful environment in which people are sensitive to conflicts or misunderstandings that arise from differences.
- Builds collections that reflect the diversity of the school community, provide insight into other communities, and reflect minority viewpoints.

Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements

- Clearly communicates and holds students to specific standards for work, effort, and learning behavior.
- Models and reinforces ways that students can master challenging material through effective effort.
- Supports the school's academic integrity policies and instructs and promotes digital citizenship.
- Creates and scaffolds learning opportunities that support and challenge student growth in information and media literacy lessons.
- Adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.

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Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

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| Critical Elements | <ul style="list-style-type: none"> Supports families to participate actively in their child's learning and the school community. Communicates respectfully with families and is sensitive to different families' cultures, values, and beliefs. Makes efforts to include families that may not have been actively engaged in school community in the past. |
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Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

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| Critical Elements | <ul style="list-style-type: none"> Uses social media, the library website or other means to build connections with families. Provides families with clear user-friendly expectations for student learning and behavior. Suggests differentiated strategies to support learning at home and school. |
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Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

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| Critical Elements | <ul style="list-style-type: none"> Promptly informs families of learning and behavior concerns and/or improvements. Responds promptly to families' questions and makes them feel welcome in the school. Communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home languages, cultures, and values. |
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Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

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| Critical Elements | <ul style="list-style-type: none"> Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. Proposes relevant and measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data. |
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Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

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| Critical Elements | <ul style="list-style-type: none"> Seeks out ideas for improving practice from supervisors, colleagues, professional development activities, and other resources. Uses professional development to improve practice, gain expertise, and/or assume different instruction and leadership responsibilities. Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. |
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Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

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| Critical Elements | <ul style="list-style-type: none"> Actively collaborates with other teachers on lessons and assessments, engages in curriculum development to incorporate information and media literacy skills, and provides professional development opportunities to faculty. Uses opportunities to collaborate with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Engages with colleagues to support school culture and climate. |
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Indicator IV-D. Decision-Making: Becomes involved in school-wide decision making, and takes an active role in school improvement planning.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements	<ul style="list-style-type: none">Participates in and contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.
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Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements	<ul style="list-style-type: none">Within and beyond the classroom, reinforces school-wide learning and behavior expectations for all students and contributes to their learning by sharing responsibility for meeting their educational needs.Identifies underperforming subgroups of students and collaborates with colleagues to narrow achievement gaps.Articulates and models the responsibilities of digital citizenship regarding plagiarism, intellectual freedom, intellectual property, and the right to privacy.
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Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

Check One: Exemplary Proficient Needs Improvement Unsatisfactory

Critical Elements	<ul style="list-style-type: none">Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects staff and student confidentiality, rights and safety appropriately.Fulfills professional responsibilities.
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