

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Framework

August 2014

Introduction

As licensed teachers, K-12 school library media specialists must demonstrate the knowledge, skills, dispositions and attitudes of professional educators who instruct and who manage a program. School library media specialists both instruct members of the school community in information, media, and technology literacies and create spaces where members of the school community, with their diverse backgrounds and experiences, come together to flourish and succeed as capable and creative learners.

Since school library media specialists are responsible for instruction in information, media, and technology literacies and management of a program, multiple sources were consulted in the creation of the *Ohio School Library Media Specialist- Teacher Librarian Evaluation Rubric*. The *Ohio Educator Standards* served as the framework for the school library media specialist’s instructional role. Shown below are the *Ohio Educator Standards*.

Ohio Educator Standards

| | |
|--|---|
| Standard 1: Students | <ul style="list-style-type: none">• Knowledge of how students learn and student development• Understanding of what students know and are able to do• High expectations for all students• Respect for all students• Identification and accommodation for special populations |
| Standard 2: Content | <ul style="list-style-type: none">• Knowledge of content• Use content-specific instructional strategies to teach concepts and skills• Knowledge of building, district curriculum priorities and Ohio academic content standards• Relationship of knowledge within the discipline to other content areas where appropriate• Connection of content to life experiences and career opportunities |
| Standard 3: Assessment | <ul style="list-style-type: none">• Knowledge of assessment types• Use of varied formative and summative assessment types• Use of data to monitor student progress to plan and modify instruction when necessary• Communication of results• Inclusion of student self-assessment and goal setting where appropriate |
| Standard 4: Instruction | <ul style="list-style-type: none">• Alignment to building and district priorities and Ohio academic content standards• Use of knowledge about students to plan and deliver instruction• Communication of clear learning goals• Application of knowledge of how students learn to instructional design and delivery• Uses a variety of instructional delivery methods |
| Standard 5: Learning Environment | <ul style="list-style-type: none">• Fair and equitable treatment of all students• Creation of a safe learning environment• Use of strategies to motivate students to work productively• Maintenance of an environment that is conducive to learning for all students |
| Standard 6: Collaboration & Communication | <ul style="list-style-type: none">• Clear and effective communication with students and parents• Clear and effective communication with teachers, administrators, and district staff• Collaboration with other teachers, administrators and district staff• Collaboration with local community agencies where appropriate |

Other sources that served as the framework for the school library media specialist's role as manager of a program included: *Code of Ethics of the American Library Association* (ALA 2008); *Standards for the 21st Century Learner* (AASL 2007); *Position Statement on Appropriate Staffing for School Libraries* (AASL 2010); and *Position Statement on the Role of the School Library Media Program* (AASL 2012).

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric Framework

Intent and Conditions

The intent of the *Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric* is for it to serve as tool to aid in the evaluation of professional library media specialists in the school community. To this end, the following conditions are expected of the school library program:

- The school library is staffed with a professional library media specialist who is a licensed teacher;
- The school library staff includes support staff to maintain the facility and work with the library media specialist;
- The school library program provides services and materials for the use of the entire school community to advance student learning and achievement; and
- The school library program extends beyond the physical walls of the library itself, to provide service to classrooms and to extend services through provision of online resources.

The *Ohio School Library Media Specialist- Teacher Librarian Evaluation Rubric* is designed for building-level library media specialists who work closely with all learners to provide quality instruction and materials through collaboration with other educators. The same expectations for quality apply to library media specialists who have broader responsibilities, as in the case of a district where only one library media specialist is employed. In this case, however, the expectations for quality instruction and collaboration are compromised.

Standards and Indicator

Standard #1: *Students and the Learning Environment*

To increase the achievement of every student, the school library media specialist draws upon his/her understanding of learning and development to create a safe and student-centered learning environment that ensures fair and equitable treatment of all learners; uses research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Examples of the Indicators under Standard #1

- Creating an environment of respect and rapport
- Organizing physical space to foster student learning
- Providing materials in a wide variety of formats and levels for all learning styles

Standard #2: *Content, Instruction and Assessment*

To improve the learning of all students, the school library media specialist demonstrates a deep knowledge of the principles of library and information studies and anchors the content in learning experiences that make it meaningful for all students; uses research-based instructional and assessment strategies to motivate, engage, and maximize the learning of all students.

Examples of the Indicators under Standard #2

- Integrating information across curricular areas
- Providing instruction in inquiry and information literacy skills
- Engaging students in enjoying literature and developing skill in choosing reading sources for their reading level and informational need
- Promoting the ethical use of information and resources

Standard #3: Collaboration

To improve the learning of all students, the school library media specialist collaboratively designs instructional activities that align with state content standards; collaboratively engages in a professional learning community of teachers, administrators, district staff, and community agencies (e.g., public and academic libraries).

Examples of the Indicators under Standard #3

- Collaborating with teachers in the design of instructional activities
- Providing professional development for teachers, administrators, district staff

Standard #4: Communication

To improve the learning of all students, the school library media specialist communicates with families/guardians concerning available library resources; communicates with colleagues and shares resources; fosters and responds to effective verbal and nonverbal communication during instruction

Standard #5: Professional Growth

To improve the learning of all students, the school library media specialist engages in ongoing professional learning to move practice forward; articulates professional learning goals and develops a learning plan based on self-reflection; models lifelong learning; uses current professional literature and best practices.

Examples of the Indicators under Standard #5

- Engages in professional learning opportunities

Standard #6: Program Management and Administration

To support student achievement, the school library media specialist administers the school library media program; uses research-based data to analyze services; manages fiscal, physical and personnel resources; practices professional ethics; develops policies and procedures to support the program.

Examples of the Indicators under Standard #6

- Maintaining and extending the library's collection in accordance with the school's needs and within budget limitations

- Updating and extending the library's collection to meet, as necessary, the changing needs of the curriculum and revised standards.

August 2014