

T.E.A.C.H.I.N.G. RUBRIC

Domain 1: *Planning and Preparation*

Component 1a: *Demonstrating Knowledge of Content and Educational Techniques*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Knowledge of Content	<i>Library Media Specialist made content errors or did not correct content errors made by students.</i>	<i>Library Media Specialist displayed basic content knowledge</i>	<i>Library Media Specialist displayed solid content knowledge.</i>	<i>Library Media Specialist displayed extensive content knowledge.</i>
Comments:				
Knowledge of Prerequisite Relationships	<i>Library Media Specialist displayed little understanding of prerequisite knowledge important for student learning of the content.</i>	<i>Library Media Specialist indicated some awareness of prerequisite learning, although such knowledge might have been incomplete or inaccurate.</i>	<i>Library Media Specialist's plans and practices reflected understanding of prerequisite relationships among topics and concepts.</i>	<i>Library Media Specialist actively built on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.</i>
Comments:				
Knowledge of Content Related Educational Techniques	<i>Library Media Specialist displayed little understanding of educational issues involved in student learning of the content.</i>	<i>Library Media Specialist displayed basic educational knowledge but did not anticipate student misconceptions.</i>	<i>Educational practices reflected current research on best educational practice within the discipline.</i>	<i>Library Media Specialist displayed continuing search for best practice and anticipated student misconceptions.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 1: *Planning and Preparation* **Component 1b: *Demonstrating Knowledge of Students***

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Knowledge of Characteristics of Age Group	<i>Library Media Specialist displayed minimal knowledge of developmental characteristics of age group.</i>	<i>Library Media Specialist displayed generally accurate knowledge of developmental characteristics of age group.</i>	<i>Library Media Specialist displayed thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.</i>	<i>Library Media Specialist displayed knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student followed patterns.</i>
Comments:				
Knowledge of Students' Varied Approaches to Learning	<i>Library Media Specialist was unfamiliar with the different approaches to learning that students exhibited, such as learning styles, modalities, and different "intelligences".</i>	<i>Library Media Specialist displayed general understanding of the different approaches to learning that students exhibited.</i>	<i>Library Media Specialist displayed solid understanding of the different approaches to learning that different students exhibited.</i>	<i>Library Media Specialist used, where appropriate, knowledge of students' varied approaches to learning in instructional planning.</i>
Comments:				
Knowledge of Students' Skills and Abilities	<i>Library Media Specialist displayed little knowledge of student's skills and abilities.</i>	<i>Library Media Specialist recognized the value of understanding students' skills and abilities.</i>	<i>Library Media Specialist displayed knowledge of students' skills and abilities for groups of students and recognized the value of his knowledge.</i>	<i>Library Media Specialist displayed knowledge of students' skill and abilities for each student, including those with special needs.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 1: *Planning and Preparation* **Component 1c: *Selecting Instructional Goals***

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Expectations for Learning — <i>Objectives represent high expectations for students, curriculum standards, and frameworks</i>	Objectives did not reflect important learning and represented low expectations or no conceptual understanding.	Objectives were moderately valuable in their level of expectations, conceptual understanding, and importance of learning.	Objectives were valuable in their level of expectations, conceptual understanding, and importance of learning.	Objectives were valuable and the Library Media Specialist clearly articulated how they established high expectations and are written in the language of the NJCCCS.
Suitability — <i>Objectives reflect the needs of all students in a class</i>	Goals were not suitable to the class.	Most of the goals were suitable to the class.	All of the goals were suitable to most of the students in the class.	Goals took into account the varying learning needs of individual students or groups.
Instructional Pacing	Objectives do not reflect the district's road map/pacing guide.	Objectives sometimes reflect the district's road map/pacing guide.	Objectives consistently reflect the district's road map/pacing guide	Objectives always reflect the district's road map/pacing guide.
Clarity — <i>Objectives are clearly stated as student learning and permits sound assessment</i>	Objectives were neither unclear or were stated as student activities. Objectives did not provide for sound assessment.	Objectives were only moderately clear or are sometimes stated in terms of student learning. Some objectives do not provide for sound assessment.	Most of the objectives were clear but may have included a few activities. Most objectives provide for sound assessment.	All the objectives were clear, written in the form of student learning, and provide for sound assessment.
Balance — <i>Goals represent opportunities for different types of learning</i>	Objectives represented only one type of learning and one discipline or strand.	Objectives reflected several types of learning but no effort at coordination or integration.	Objectives reflected several different types of learning and included opportunities for integration.	Goals reflected different types of learning, include opportunities for integration and allow for student initiative in their learning.

T.E.A.C.H.I.N.G. RUBRIC

Domain 1: *Planning and Preparation* **Component 1d: *Designing Coherent Instruction***

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Learning Activities	<i>Activities were not suitable to students or instructional goals. They did not follow an organized progression and did not reflect recent professional research.</i>	<i>Only some activities were suitable to students or instructional goals. Progression of activities were uneven; only some reflect recent professional research.</i>	<i>Most activities were suitable to students and instructional goals. Progression of activities was fairly even; most reflected professional research.</i>	<i>Library Media Specialist used school and district resources and actively sought other materials from professional organizations and community.</i>
Instructional Materials and Resources	<i>Materials and resources did not support the instructional goals or engage students in meaningful learning.</i>	<i>Some materials and resources supported the instructional goals; some engaged students in meaningful learning.</i>	<i>All materials and resources supported the instructional goals; most engaged students in meaningful learning.</i>	<i>All materials and resources supported the instructional goals and engaged all students in meaningful learning.</i>
Instructional Groups	<i>Instructional groups did not support the instructional goals and offered no variety.</i>	<i>Instructional groups were inconsistent in suitability to the instructional goals and offered minimal variety.</i>	<i>Instructional goals were varied and reflected the different instructional goals.</i>	<i>Instructional groups were varied and reflected the different instructional goals. There was evidence of student choice in grouping when appropriate.</i>
Lessons and Unit Structure	<i>The lesson/unit had no clearly defined structure, or the structure was chaotic. Time allocations were unrealistic.</i>	<i>The lesson/unit had a clear structure, though not uniformly maintained. Most time allocations were reasonable.</i>	<i>The lesson/unit had a clearly defined structure and organization. Time allocations were reasonable.</i>	<i>The lesson/unit structure was clear and allowed for different pathways based on student needs.</i>

T.E.A.C.H.I.N.G. RUBRIC

Domain 1: *Planning and Preparation* **Component 1e: *Assessing Student Learning***

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Congruence with Instructional Goals	<i>Content and methods of assessment lacked congruence with instructional goals.</i>	<i>Content and methods of assessment had some congruence with instructional goals.</i>	<i>Content and methods of assessment were congruent with instructional goals, but were more suitable for some goals than others.</i>	<i>Assessment was completely congruent with the instructional goals, both in content and process.</i>
Criteria and Standards	<i>Assessment contained no clear criteria or standards.</i>	<i>Assessment criteria and standards had been developed, but they were not clear or had not been clearly communicated to students.</i>	<i>Assessment criteria and standards were clear and had been clearly communicated to students.</i>	<i>Assessment criteria and standards were clear and had been clearly communicated to students. There was evidence of student contribution to assessment.</i>
Use for Planning	<i>Assessment results minimally affected planning.</i>	<i>Library Media Specialist used assessment results for the class as a whole.</i>	<i>Library Media Specialist used assessment results to plan for individuals and groups of students.</i>	<i>Library Media Specialist used a variety of assessment techniques and their results to plan for individuals and groups of students.</i>

T.E.A.C.H.I.N.G. RUBRIC

Domain 2: The Classroom Environment Component 2a: *Creating an Environment of Respect and Rapport*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Library Media Specialist Interactions with Students	<i>Library Media Specialist interaction with at least some students was negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibited disrespect for Library Media Specialist.</i>	<i>Library Media Specialist-student interactions were generally appropriate but could have reflected occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibited only minimal respect for Library Media Specialist.</i>	<i>Library Media Specialist-student interactions were friendly and demonstrated general warmth, caring, and respect. Such interactions were appropriate to developmental and culture norms. Students exhibited respect for Library Media Specialist.</i>	<i>Library Media Specialist demonstrated genuine caring and respect for individual students. Students exhibited respect for Library Media Specialist as an individual, beyond that for the role.</i>
Comments:				

Library Media Specialist Response to Student Interaction	<i>Library Media Specialist rarely intervened when student Interactions were characterized by conflict, sarcasm, or put-downs.</i>	<i>Library Media Specialist sometimes intervened when student behavior toward one another was negative; results were uneven.</i>	<i>Library Media Specialist fostered student interactions that were generally polite and respectful.</i>	<i>Library Media Specialist fostered and recognized students as they demonstrated genuine caring for one another as individuals and students.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 2: *The Classroom Environment*
Component 2b: *Establishing a Culture of Learning*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Importance of Content	<i>Library Media Specialist or students conveyed a negative attitude toward the content, suggesting that the content was not important or was mandated by others.</i>	<i>Library Media Specialist communicated importance of the work but with little conviction and only minimal apparent buy-in by the students.</i>	<i>Library Media Specialist conveyed genuine enthusiasm for the subject, and students demonstrated consistent commitment to its value.</i>	<i>Students demonstrated through their active participation, curiosity, and attention to detail that they valued the content's importance.</i>
Comments:				

Expectations for Learning and Achievement	<i>Instructional goals and activities, interactions, and the classroom environment conveyed only modest expectations for student achievement.</i>	<i>Instructional goals and activities, interactions, and the classroom environment conveyed inconsistent expectations for student achievement.</i>	<i>Instructional goals and activities, interactions, and the classroom environment conveyed high expectations for student achievement.</i>	<i>Both students and Library Media Specialist established and maintained—through planning of learning activities, interactions, and the classroom environment—high expectations for the learning of all students.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 2: *The Classroom Environment*
Component 2c: *Managing Classroom Procedures*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Management of Instructional Groups	<i>Students were not working with the Library Media Specialist; were not productively engaged in learning.</i>	<i>Tasks for group work were partially organized, resulting in some off-task behavior when Library Media Specialist was involved in one group.</i>	<i>Tasks for group work were organized, and groups were managed so that most students were engaged at all times.</i>	<i>Groups working independently were productively engaged at all times, with students assuming responsibility for productivity.</i>
Comments:				
Management of Transitions	<i>Much time was lost during transitions.</i>	<i>Transitions were sporadically efficient, resulting in some loss of instructional time.</i>	<i>Transitions occurred smoothly with little loss of instructional time.</i>	<i>Transitions were seamless with students assuming some of the responsibility for efficient operation.</i>

Comments:				
Management of Materials and Supplies	<i>Materials were handled inefficiently resulting in loss of instructional time.</i>	<i>Routines for handling materials and supplies functioned moderately well.</i>	<i>Routines for handling materials and supplies occurred smoothly with little loss of instructional time.</i>	<i>Routines for handling materials and supplies were highly efficient with students assuming some of the responsibility.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 2: *The Classroom Environment*
Component 2d: *Managing Student Behavior*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Expectations	<i>No standards of conduct appeared to have been established or students were confused as to what the standards were.</i>	<i>Standards of conduct appeared to have been established for most situations and most students seemed to understand them.</i>	<i>Standards of conduct were clear to all students.</i>	<i>Standards of conduct were clear to students and appeared to have been developed with student participation.</i>
Comments:				

Monitoring Student Behavior	<i>Student behavior was not monitored and Library Media Specialist was unaware of what students are doing.</i>	<i>Library Media Specialist was generally aware of student behavior but may have missed the activities of some students.</i>	<i>Library Media Specialist was alert to student behavior at all times.</i>	<i>Monitoring by Library Media Specialist was subtle and preventive. Students monitored their own and their peers' behavior correcting one another respectfully.</i>
Comments:				
Response to Student Behavior	<i>Library Media Specialist did not respond to misbehavior or the response was inconsistent, overly repressive, or did not respect the student's dignity.</i>	<i>Library Media Specialist attempted to respond to student misbehavior but with uneven results; student behavior was sometimes inappropriate.</i>	<i>Library Media Specialist response to misbehavior was appropriate and successful and respected student's dignity; student behavior was generally appropriate.</i>	<i>Library Media Specialist response to misbehavior was highly effective and sensitive to students' individual needs; student behavior was entirely appropriate.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 2: *The Classroom Environment*
Component 2e: *Organizing Physical Space*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED

Safety and Arrangement of Furniture	<i>The classroom was unsafe and/or the furniture arrangement was not suited to the lesson activities.</i>	<i>The classroom was safe and classroom furniture was adjusted for a lesson; if necessary, a lesson was adjusted to the furniture but with limited effectiveness.</i>	<i>The classroom was safe and the furniture arrangement was a resource for learning activities.</i>	<i>The classroom was safe and students adjusted the furniture to advance their own purposes in learning.</i>
Comments:				
Accessibility of Learning and Use of Physical Resources	<i>Library Media Specialist used physical resources poorly; learning was not accessible to some students.</i>	<i>Library Media Specialist used physical resources adequately; at least essential learning was accessible to all students.</i>	<i>Library Media Specialist used physical resources skillfully; all learning was equally accessible to all students.</i>	<i>Both Library Media Specialist and students used physical resources optimally.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 3: *Instruction*
Component 3a: *Communicating Clearly and Accurately*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED

Direction and Procedures	<i>Library Media Specialist directions and procedures were confusing to students.</i>	<i>Library Media Specialist directions and procedures were clarified after initial student confusion or were excessively detailed.</i>	<i>Library Media Specialist directions and procedures were clear to students and contained an appropriate level of detail.</i>	<i>Library Media Specialist directions and procedures were clear to students and anticipated possible student misunderstanding.</i>
Comments:				
Oral and Written Language	<i>Library Media Specialist's spoken language was inaudible or written language is illegible. Spoken or written language may have contained grammar and syntax errors. Vocabulary may have been inappropriate, vague, or used incorrectly, leaving students confused.</i>	<i>Library Media Specialist's spoken language was audible, and written language is legible. Both were used correctly. Vocabulary was limited or was not appropriate to student age or background.</i>	<i>Library Media Specialist's spoken and written language was clear and correct. Vocabulary was appropriate to student age and interests.</i>	<i>Library Media Specialist's spoken and written language was correct and expressive with well-chosen vocabulary that enriched the lesson.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 3: *Instruction*
Component 3b: *Using Questioning and Discussion Techniques*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED

Quality of Questions	<i>Library Media Specialist's questions were of poor quality.</i>	<i>Library Media Specialist's questions were a combination of low and high quality; only some invited a response.</i>	<i>Most of Library Media Specialist's questions were of high quality reflecting higher order thinking skills. Adequate time was available for students to respond.</i>	<i>Library Media Specialist's questions were of uniformly high quality with adequate time for students to respond. Students formulated many questions.</i>
Comments:				
Discussion Techniques	<i>Interaction between Library Media Specialist and students was predominantly recitation style with Library Media Specialist mediating all questions and answers.</i>	<i>Library Media Specialist made some attempts to engage students in a true discussion with uneven results.</i>	<i>Classroom interaction represented true discussion with Library Media Specialist stepping to the side when appropriate.</i>	<i>Students assumed considerable responsibility for the success of the discussion initiating topics and making unsolicited contributions.</i>
Comments:				
Student Participation	<i>Only a few students participated in discussions and question and answer techniques.</i>	<i>Library Media Specialist attempted to engage all students in discussions and question and answer techniques but with only limited success.</i>	<i>Library Media Specialist successfully engaged all students in discussions and question and answer techniques.</i>	<i>Library Media Specialists and students ensured that all voices were heard in discussions and question and answer techniques.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 3: *Instruction*
Component 3c: *Engaging Students in Learning*

ELEMENT	LEVEL OF PERFORMANCE
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	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Presentation of Content	<i>Presentation of content was inappropriate and unclear; Library Media Specialist used poor examples and analogies.</i>	<i>Presentation of content was inconsistent in quality; Library Media Specialist occasionally used good examples.</i>	<i>Presentation of content was mostly appropriate and usually linked well with student knowledge and experience.</i>	<i>Presentation of content was fully appropriate and linked well with student knowledge and experience.</i>
Comments:				
Activities and Assignments	<i>Activities and assignments were inappropriate; students were not engaged mentally.</i>	<i>Some activities and assignments were appropriate for students and engage them mentally; other do not.</i>	<i>Most activities and assignments were appropriate for students. Almost all students were actively engaged.</i>	<i>All students were actively engaged in the activities and assignments.</i>
Comments:				
Grouping of Students	<i>Instructional groups were inappropriate for the students or for the instructional goals.</i>	<i>Instructional groups were only partially appropriate for the students or only moderately successful in advancing the instructional goals of the lesson.</i>	<i>Instructional groups were productive and mostly appropriate for the students or for the instructional goals of a lesson.</i>	<i>Instructional groups were productive and fully appropriate for the students or for the instructional goals of a lesson.</i>
Comments:				
Instructional Materials and Resources	<i>Instructional materials and resources were unsuitable for the instructional goals or did not engage students mentally.</i>	<i>Instructional materials were partially suitable for the instructional goals; student level of mental engagement was moderate.</i>	<i>Instructional materials and resources were mostly suitable for the instructional goals and engaged students mentally.</i>	<i>Instructional materials and resources were always suitable for the instructional goals and engaged students mentally.</i>
Comments:				
Structure and Pacing	<i>The lesson had no clearly defined structure; pacing was too slow, too rushed, or both.</i>	<i>The lesson had a recognizable structure although it was not uniform; pacing was inconsistent.</i>	<i>The lesson had a clearly defined structure around which the activities were organized; pacing was consistent.</i>	<i>The lesson structure was highly coherent allowing for reflection and closure as appropriate; pacing was appropriate for all students.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 3: *Instruction*

Component 3d: *Providing Feedback to Students*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Quality: Accurate, Substantive, Constructive, and Specific	<i>Feedback was either not provided or was of uniformly poor quality.</i>	<i>Feedback was inconsistent in quality.</i>	<i>Feedback was consistently high in quality.</i>	<i>Feedback was consistently high in quality. Provision was made for students to use feedback in their learning.</i>
Comments:				
Timeliness	<i>Feedback was not provided in a timely manner.</i>	<i>Feedback was inconsistently provided in a timely manner.</i>	<i>Feedback was consistently provided in a timely manner.</i>	<i>Feedback was always provided in a timely manner.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 3: *Instruction*

Component 3e: *Demonstrating Flexibility and Responsiveness*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Lesson Adjustment	<i>Library Media Specialist adhered rigidly to instructional plan even when a change would have clearly improved a lesson.</i>	<i>Library Media Specialist attempted to adjust a lesson with mixed results.</i>	<i>Library Media Specialist made a minor adjustment to a lesson and the adjustment occurred smoothly.</i>	<i>Library Media Specialist successfully made adjustments to a lesson when necessary.</i>
Comments:				
Response to Students	<i>Library Media Specialist ignored or brushed aside student questions or interests.</i>	<i>Library Media Specialist attempted to accommodate student questions or interests; the effects on the coherence of a lesson were uneven.</i>	<i>Library Media Specialist successfully accommodated student questions or interests.</i>	<i>Library Media Specialist used opportunities to enhance learning by building on spontaneous events.</i>
Comments:				
Persistence	<i>When a student had difficulty learning, the Library Media Specialist either gave up or blamed the student or the environment for the student's lack of success.</i>	<i>Library Media Specialist accepted responsibility for the success of all students but had only a limited repertoire of instructional strategies to use.</i>	<i>Library Media Specialist persisted in seeking approaches for students who had difficulty learning, using a sizeable repertoire of strategies.</i>	<i>Library Media Specialist persisted in seeking effective approaches for students who needed help, used an extensive repertoire of strategies and soliciting additional resources.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 4: Professional Responsibilities
Component 4a: *Reflecting on Teaching*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Accuracy	<i>Library Media Specialist did not know if a lesson was effective or achieved its goals, or profoundly misjudged the success of a lesson.</i>	<i>Library Media Specialist had a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.</i>	<i>Library Media Specialist made an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Library Media Specialist gave examples to support the judgment.</i>	<i>Library Media Specialist made an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals. Library Media Specialist gave specific examples from the lesson and weighed the relative strength of each.</i>
Comments:				
Use in Future Teaching	<i>Library Media Specialist had no suggestions for how a lesson may be improved.</i>	<i>Library Media Specialist made general suggestions about how a lesson may be improved.</i>	<i>Library Media Specialist makes a few specific suggestions about how a lesson may be improved.</i>	<i>Drawing on an extensive repertoire of skills, the Library Media Specialist offered specific alternative actions, complete with probable successes of different approaches.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 4: Professional Responsibilities
Component 4b: *Maintaining Library Records*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Maintaining the library records via database	<i>Library Media Specialist had no system for maintaining library records via Follett database</i>	<i>Library Media Specialist's system for maintaining library records via Follett database was rudimentary and only partially effective.</i>	<i>Library Media Specialist's system for maintaining library records via Follett database was effective, including inventory and data backup.</i>	<i>Library Media Specialist's system for maintaining library records via Follett database was fully effective and detailed including inventory and data backup.</i>
Comments:				
Maintaining library records for non-database items	<i>Library Media Specialist had no system for maintaining periodicals, AV supplies, catalogs, etc.</i>	<i>Library Media Specialist's system for maintaining periodicals, AV supplies, catalogs, etc. was rudimentary and only partially effective.</i>	<i>Library Media Specialist's system for maintaining periodicals, AV supplies, catalogs, etc. was effective.</i>	<i>Library Media Specialist's system for maintaining periodicals, AV supplies, catalogs, etc. was fully effective and detailed.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 4: Professional Responsibilities
Component 4c: *Communication*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Information About Library Resources	<i>Library Media Specialist provided no information to the school community about the library resources.</i>	<i>Library Media Specialist provided minimal information to the school community about the library resources.</i>	<i>Library Media Specialist provided necessary information to the school community about the library resources.</i>	<i>Library Media Specialist provided a variety of different methods to highlight library resources to the school community.</i>
Comments:				
Engagement of community resources in the Library Media Program	<i>Library Media Specialist made no attempt to engage community resources in the Library Media Program.</i>	<i>Library Media Specialist made limited attempts to engage community resources in the Library Media Program.</i>	<i>Library Media Specialist attempted to engage community resources in the Library Media Program are successful.</i>	<i>Library Media Specialist attempted to engage community resources in the Library Media Program were frequent and successful.</i>
Comments:				
Information regarding Intellectual Freedom Issues	<i>Library Media Specialist had no knowledge of intellectual freedom, including censorship, copyright laws and district procedures regarding these issues.</i>	<i>Library Media Specialist had rudimentary knowledge of intellectual freedom, including censorship, copyright laws and district procedures regarding these issues.</i>	<i>Library Media Specialist was effective in handling issues of intellectual freedom, including censorship, copyright laws and district procedures regarding these issues.</i>	<i>Library Media Specialist provided leadership in handling issues of intellectual freedom, including censorship, copyright laws and district procedures regarding these issues</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 4: Professional Responsibilities
Component 4d: Growing and Developing Professionally

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Enhancement of Content Knowledge and Educational Skills	<i>Library Media Specialist engaged in no professional development activities to enhance knowledge or skill.</i>	<i>Library Media Specialist participated in professional activities to a limited extent when they were convenient.</i>	<i>Library Media Specialist sought out opportunities for professional development to enhance content knowledge and educational skills.</i>	<i>Library Media Specialist sought out opportunities for professional development and made a systematic attempt to incorporate new techniques in the classroom.</i>
Comments:				
Relationships with Colleagues	<i>Library Media Specialist relationships with colleagues and library secretary were negative.</i>	<i>Library Media Specialist maintained basic working relationships with colleagues and library secretary to fulfill the duties that the school or district required.</i>	<i>Support and cooperation characterized relationships with colleagues and library secretary.</i>	<i>Support and cooperation characterized relationships with colleagues and library secretary. Library Media Specialist took initiative in assuming leadership among the faculty.</i>
Comments:				

T.E.A.C.H.I.N.G. RUBRIC

Domain 4: Professional Responsibilities
Component 4e: *Library Management*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	DEVELOPING	EFFECTIVE	DISTINGUISHED
Acquistion of Library Materials	<i>Library Media Specialist has no system for acquiring library materials.</i>	<i>Library Media Specialist has a rudimentary system for acquiring library materials.</i>	<i>Library Media Specialist has an effective system for acquiring library materials.</i>	<i>Library Media Specialist has a fully effective and detailed system for acquiring library materials.</i>
Comments:				
Maintaining Library Materials	<i>Library Media Specialist has no system for repairing or weeding outdated materials .</i>	<i>Library Media Specialist has rudimentary system for repairing or weeding outdated materials .</i>	<i>Library Media Specialist has effective system for repairing or weeding outdated materials .</i>	<i>Library Media Specialist has fully effective and detailed system for repairing or weeding outdated materials .</i>
Comments:				
Maintaining the Library Environment	<i>Library Media Specialist made no attempt to manage the physical space/resources of the library.</i>	<i>Library Media Specialist made rudimentary attempt to manage the physical space/resources of the library.</i>	<i>Library Media Specialist was effective in managing the physical space/resources of the library..</i>	<i>Library Media Specialist was fully effective in managing the physical space/resources of the library.</i>
Comments:				