

Self-Assessment and Summative Evaluation Performance Rubric – Media Specialists

- * Directions for Self-Assessment: Using the Rubric found on the following pages, consider your teaching practice and determine the level of performance that best reflects your own assessment for each component. Circle or highlight the appropriate words, and mark your judgments on each component. When completed, record your ratings on the Google questionnaire located at: [Media Specialist Self-Assessment](#) This will provide you with a summary of your current level of practice. This must be completed by October 15.
- * You will re-visit and update the same questionnaire near the end of the year (prior to May 15) to show and document your growth and professional development during the year. Media specialists will take this information to the End of the Year Summative Evaluation Conference for discussion with the Administrator.
- * Administrators - Directions for End of the Year Summative Evaluation: Using the Rubric found on the following pages, consider the media specialist's practice and determine, for each component, the level of performance that best reflects your observations. Circle or highlight the appropriate words, and mark the appropriate box for each component. Review and discuss this document with the teacher during the End of Year Summative Evaluation Conference. Compare with the teacher's self-assessment.

This rubric is the foundation of the La Grande School District Teacher Evaluation Program. It has been adapted from The Framework for Teaching Evaluation Instrument, 2011 Edition, by Charlotte Danielson.

Domain 1 for Library/Media Specialists: Planning and Preparation

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
<p>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1b: Demonstrating knowledge of the school's program and student information needs within that program</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1c: Establishing goals for the library/media program appropriate to the setting and the students served</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Domain 1 for Library/Media Specialists: Planning and Preparation (continued)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
<p>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1e: Planning the library/ media program integrated with the overall school program</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist's plan is well designed to support both teachers and students in their information needs.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1f: Developing a plan to evaluate the library/media program</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist has a rudimentary plan to evaluate the library/media program.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Domain 2 for Library/Media Specialists: The Environment

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
<p>2a: Creating an environment of respect and rapport</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>2b: Establishing a culture for investigation and love of literature</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>2c: Establishing and maintaining library procedures</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Domain 2 for Library/Media Specialists: The Environment (continued)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
<p>2d: Managing student behavior</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's 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 monitoring the standards of behavior.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>2e: Organizing physical space to enable smooth flow</p> <p><input type="checkbox"/> NOT OBSERVED</p>	<p>Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Domain 3 for Library/Media Specialists: Delivery of Service

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations <input type="checkbox"/> NOT OBSERVED	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas. <div style="text-align: right;"><input type="checkbox"/></div>
3b: Collaborating with teachers in the design of instructional units and lessons <input type="checkbox"/> NOT OBSERVED	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. <div style="text-align: right;"><input type="checkbox"/></div>
3c: Engaging students in enjoying literature and in learning information skills <input type="checkbox"/> NOT OBSERVED	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. <div style="text-align: right;"><input type="checkbox"/></div>	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. <div style="text-align: right;"><input type="checkbox"/></div>	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. <div style="text-align: right;"><input type="checkbox"/></div>	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers. <div style="text-align: right;"><input type="checkbox"/></div>

Domain 3 for Library/Media Specialists: Delivery of Service (continued)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
3d: Assisting students and teachers in the use of technology in the library/media center <input type="checkbox"/> NOT OBSERVED	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center. <input type="checkbox"/>	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so. <input type="checkbox"/>	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center. <input type="checkbox"/>	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center. <input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness <input type="checkbox"/> NOT OBSERVED	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy. <input type="checkbox"/>	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change. <input type="checkbox"/>	Library/media specialist makes revisions to the library/media program when they are needed. <input type="checkbox"/>	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input. <input type="checkbox"/>

Domain 4 for Library/Media Specialists: Professional Responsibilities

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
4a: Reflecting on practice <input type="checkbox"/> NOT OBSERVED	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success. <div style="text-align: right;"><input type="checkbox"/></div>
4b: Preparing and submitting reports and budgets <input type="checkbox"/> NOT OBSERVED	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time. <div style="text-align: right;"><input type="checkbox"/></div>
4c: Communicating with the larger community <input type="checkbox"/> NOT OBSERVED	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist engages in outreach efforts to parents and the larger community. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit. <div style="text-align: right;"><input type="checkbox"/></div>

Domain 4 for Library/Media Specialists: Professional Responsibilities (continued)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
4d: Participating in a professional community <input type="checkbox"/> NOT OBSERVED	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. <div style="text-align: right;"><input type="checkbox"/></div>
4e: Engaging in professional development <input type="checkbox"/> NOT OBSERVED	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. <div style="text-align: right;"><input type="checkbox"/></div>
4f: Showing professionalism <input type="checkbox"/> NOT OBSERVED	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws. <div style="text-align: right;"><input type="checkbox"/></div>	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws. <div style="text-align: right;"><input type="checkbox"/></div>