Library Media Specialist Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Standards and Objectives	• Goals and objectives are clear and appropriate. • Goals and objectives are consistent with the school goals and take into account previous learning and other related curriculum areas. • Expectations for student performance are clear, demanding, and high. • Objectives are frequently displayed, clearly communicated, and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• The quality of the goals or objectives varies. The goals or objectives are more appropriate than inappropriate. • Goals and objectives are consistent with the school goals and take into account other related curriculum areas as appropriate. • Expectations for student performance are clear. • Objectives are frequently displayed and clearly communicated. • There is evidence that most students demonstrate mastery of the objective.	• Very few, if any goals or objectives have been established or the goals or objectives are typically inappropriate. • Goals and objectives are not consistent with the school goals and do not take into account other related curriculum areas as appropriate. • Expectations for student performance are vague. • Objectives are not displayed or loosely communicated. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• All students are engaged in learning activities. • All activities provided help students recognize the purpose and importance of learning. • Procedures are adjusted to enhance student involvement.	• Most students are engaged in learning activities. • Some activities provided help students recognize the purpose and importance of learning. • Procedures are sometimes adjusted to enhance student involvement.	• Very few students are engaged in learning activities. • None of the activities provided help students recognize the purpose and importance of learning. • Procedures are not adjusted to enhance student involvement.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the LMS/LIS to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the LMS/LIS to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the LMS/LIS to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information; and • relevant, coherent, or essential information.
Lesson Structure and Pacing	• All lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• Most lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• Lessons are not started promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is not appropriate for most of the students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

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	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Activities and Materials	Activities and materials include all of the following when appropriate: • show accommodation of students' needs and differences, • are appropriately varied and matched to lesson objective, • are relevant to students' lives, • incorporate multimedia and technology, • incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), • address higher-order thinking skills, and • sustain students' attention.	Activities and materials include most of the following when appropriate: • show accommodation of students' needs and differences, • are appropriately varied and matched to lesson objective, • are relevant to students' lives, • incorporate multimedia and technology, • incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), • address higher-order thinking skills, and • sustain students' attention.	Activities and materials include few of the following when appropriate: • show accommodation of students' needs and differences, • are appropriately varied and matched to lesson objective, • are relevant to students' lives, • incorporate multimedia and technology, • incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc.), and • address higher-order thinking skills, and • sustain students' attention.

Questioning	• LMS/LIS questions are varied and high quality, providing a balanced mix of question types:
	  o knowledge and comprehension,
	  o application and analysis, and
	  o creation and evaluation.
	• Questions are consistently purposeful and coherent.
	• A high frequency of questions is asked.
	• Questions are consistently sequenced with attention to the instructional goals.
	• Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
	• Wait time (3-5 seconds) is consistently provided.
	• The LMS/LIS calls on volunteers and non-volunteers and a balance of students based on ability and sex.
	• Students generate questions that lead to further inquiry and self-directed learning.
		• LMS/LIS questions are varied and high quality, providing for some, but not all, question types:
		  o knowledge and comprehension,
		  o application and analysis, and
		  o creation and evaluation.
		• Questions are usually purposeful and coherent.
		• A moderate frequency of questions asked.
		• Questions are sometimes sequenced with attention to the instructional goals.
		• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
		• Wait time is sometimes provided.
		• The LMS/LIS calls on volunteers and non-volunteers, and a balance of students based on ability and sex.
			• LMS/LIS questions are inconsistent in quality and include few question types:
			  o knowledge and comprehension,
			  o application and analysis, and
			  o creation and evaluation.
			• Questions are random and lack coherence.
			• A low frequency of questions is asked.
			• Questions are rarely sequenced with attention to the instructional goals.
			• Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
			• Wait time is inconsistently provided.
			• The LMS/LIS mostly calls on volunteers and high-ability students.

Academic Feedback	• Feedback is consistently academically focused, frequent, and high quality. • Feedback to students is in a timely manner and includes strengths as well as recommendations or suggestions for improvement. • The LMS/LIS circulates to prompt student thinking, assess each student's progress, and provide individual feedback.	• Feedback is mostly academically focused, frequent, and mostly high quality. • Feedback to students is usually in a timely manner and includes strengths as well as recommendations or suggestions for improvement. • The LMS/LIS circulates during instructional activities to support engagement, and monitor	• The quality of feedback is inconsistent. • Feedback to students is not given in a timely manner. • The LMS/LIS fails to circulate during instructional activities. • Feedback from students is not used to monitor or adjust instruction.

Library Media Specialist Rubric: Instruction

	• Feedback from students is regularly used to monitor and adjust instruction.	student work. • Feedback from students is sometimes used to monitor and adjust instruction.	
	Significantly Above Expectations (5)	**At Expectations (3)**	**Significantly Below Expectations (1)**
Monitoring Student Understanding	• Learning activities are analyzed and paced to accommodate student differences. • Monitoring very frequently occurs through questioning techniques and checking student's performances as they are engaged in learning activities. • Monitoring techniques address higher-order skills when appropriate. • Re-teaching occurs when necessary and includes a variety of re-teaching approaches.	• Some learning activities are analyzed and paced to accommodate student differences. • Monitoring usually occurs through questioning techniques and checking students' performances as they are engaged in learning activities. • Monitoring techniques sometimes address higher-order skills when appropriate. • Re-teaching occurs when necessary and sometimes includes a variety of re-teaching approaches.	• Few learning activities are analyzed and paced to accommodate student differences. • Monitoring rarely occurs through questioning techniques and checking students' performances as they are engaged in learning activities. • Monitoring techniques do not address high-order skills when appropriate. • Re-teaching might occur when necessary but does not include a variety of re-teaching approaches.
LMS/LIS Content Knowledge	• LMS/LIS displays extensive content knowledge of all the subjects she or he teaches. • LMS/LIS regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • LMS/LIS regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• LMS/LIS displays accurate content knowledge of all the subjects he or she teaches. • LMS/LIS sometimes implements subject-specific instructional strategies to enhance student content knowledge. • LMS/LIS sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• LMS/LIS displays under-developed content knowledge in several subject areas. • LMS/LIS does not implement subject-specific instructional strategies to enhance student content knowledge. • LMS/LIS does not understand key concepts and ideas in the discipline and, therefore, presents content in an unconnected way.
LMS/LIS Knowledge of Students	• LMS/LIS practices display understanding of each student's anticipated learning difficulties. • LMS/LIS practices regularly incorporate student interest and cultural heritage. • LMS/LIS regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. • Data is continually used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. • Changes to various aspects of the library program are based on a variety of both formal and informal evaluation techniques. • Program decisions are made as a result of appropriate analyses of the data.	• LMS/LIS practices display understanding of some students' anticipated learning difficulties. • LMS/LIS practices sometimes incorporate student interests and cultural heritage. • LMS/LIS sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. • Data is used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. • Changes to various aspects of the library program are based on a variety of either formal or informal evaluation techniques. • Program decisions are sometimes made as a result of appropriate analyses of the data.	• LMS/LIS practices demonstrate limited knowledge of students anticipated learning difficulties. • LMs/LIS practices do not incorporate student interests or cultural heritage. • LMS/LIS practices demonstrate no differentiation of instructional methods or content. • Data is not used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. • Changes to various aspects of the library program are not based on a variety of either formal or informal evaluation techniques. • Program decisions are not made as a result of appropriate analyses of the data.

Library Media Specialist Rubric: Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)

Thinking	• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches two or more types of thinking:
	   o analytical thinking, where the students analyze, compare and contrast, and evaluate and explain information;
	   o practical thinking where students use, apply, and implement what they learn in real-life scenarios;
	   o creative thinking where students create, design, imagine, and suppose; and
	   o research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.
	• The LIS/LMS regularly provides opportunities where students:
	   o generate a variety of ideas and alternatives;
	   o analyze problems from multiple perspectives and viewpoints; and
	   o monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.
		• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches one type of thinking:
		   o analytical thinking where students analyze, compare and contrast, and evaluate and explain information;
		   o practical thinking where students use, apply, and implement what they learn in real-life scenarios;
		   o creative thinking where students create, design, imagine, and suppose; and
		   o research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.
		• The LIS/LMS sometimes provides opportunities where students:
		   o generate a variety of ideas and alternatives, and
		   o analyze problems from multiple perspectives and viewpoints.
			• In the context of a collaborative lesson with a classroom teacher, the LIS/LMS does not consistently and thoroughly teach any type of thinking.
			• The LIS/LMS provides few opportunities where students:
			   o generate a variety of ideas and alternatives, and
			   o analyze problems from multiple perspectives and viewpoints.

Problem-Solving	The LIS/LMS implements activities that teach and reinforce three or more of the following information literacy skills: • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies	The LIS/LMS implements activities that teach and reinforce two of the following information literacy skills: • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies	The LIS/LMS implements no activities that teach and reinforce the following information literacy skills: • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies

Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Media Center Management	• Input from LMS/LIS and professional staff is used to determine student needs and to provide resources that relate to curriculum demands and instructional goals and objectives. • LMS/LIS initiates communication and follow-up activities to determine effectiveness of selected resources. • Written procedures have been established to prioritize needs. • LMS/LIS has established written procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. • Written procedures have been established to deal with challenged materials. • Circulation procedures have been established to maximize use of library resources and communicated to all patrons. • Materials and resources are current and up-to-date and reflect the needs of the stakeholders. • There are protocols for maintenance of equipment of resources repair.	• Input from LMS/LIS and professional staff is generally used to determine student needs and to provide resources that related to curriculum demands and instructional goals and objectives. • LMS/LIS sometimes initiates communication and follow-up activities to determine effectiveness of selected resources. • Procedures have been established to prioritize needs. • LMS/LIS has established procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. • Procedures are in place to deal with challenged materials. • Circulation procedures have been established to maximize use of library resources. • Materials and resources are current and up-to-date. • There are some protocols for maintenance of equipment or resources repair.	• Input from LMS/LIS and professional staff is not used to determine student needs and to provide resources that relate to curriculum demands and instructional goals and objectives. • LMS/LIS does not initiate communication and follow-up activities to determine effectiveness of selected resources. • Procedures have not been established to prioritize needs. • LMS/LIS has not established procedures and has not obtained needed materials, resources, and equipment which have been labeled and put in order for easy access. • No procedures are in place to deal with challenged materials. • Circulation procedures have not been established to maximize use of library resources. • Materials and resources are not current and up-to-date. • There are no protocols for maintenance of equipment or resources repair.
Media Center Resources	• Resources are appropriately integrated with instruction and management procedures. • Written plans, policies, and procedures are available for library staff. • Materials and media are equitable and accessible to all users. • Facilities are arranged to accommodate different types of activities, and student movement is meaningful. • LMS/LIS and user activities allow for maximum use of learning time. • Community resources are used appropriately. • A variety of promotional activities are continually incorporated in the library program.	• Resources are integrated with instruction and management procedures. • Plans, policies, and procedures are available for library staff. • Materials and media are equitable and accessible to most users. • Facilities are arranged to accommodate some types of activities, and student movement is usually meaningful. • LMS/LIS and user activities allow for moderate use of learning time. • Community resources are sometimes used. • Promotional activities are incorporated in the library program.	• Resources are not integrated with instruction and management procedures. • Plans, policies, and procedures are not followed by library staff. • Materials and media are not equitable and not accessible to most users. • Facilities arrangement does not accommodate more than one type of activity, and student movement is limited. • LMS/LIS and user activities impede use of learning time. • Community resources are not used. • Promotional activities are not incorporated in the library program.

Library Media Specialist Rubric: Planning of Services

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Media Center Collaboration	• LMS/LIS continuously provides cursory and in-depth assistance to teachers, as needed. • LMS/LIS collaborates with teachers in planning units of instruction. • LMS/LIS assists with equipment operation, materials production, and instruction, as needed. • LMS/LIS seamlessly correlates the library program with that of the school curriculum.	• LMS/LIS frequently provides cursory and in-depth assistance to teachers, as needed. • LMS/LIS sometimes collaborates with teachers in planning units of instruction. • LMS/LIS assists with some equipment operation, materials production, and instruction, as needed. • LMS/LIS correlates the library program with that of the school curriculum.	• LMS/LIS does not provide cursory and in-depth assistance to teachers, as needed. • LMS/LIS does not collaborate with teachers in planning units of instruction. • LMS/LIS does not assist with equipment operation, materials production, and instruction. • LMS/LIS does not correlate the library program with that of the school curriculum.

Library Media Specialist Rubric: Environment

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
Expectations	• LMS/LIS sets high and demanding academic expectations for every student. • LMS/LIS encourage students to learn from mistakes. • LMS/LIS creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • LMS/LIS optimizes instructional time, teacher more material, and demands better performance from every student.	• LMS/LIS sets high and demanding academic expectations for every student. • LMS/LIS encourages students to learn from mistakes. • LMS/LIS creates learning opportunities where most students can experience success. • Students complete their work according to LMS/LIS expectations.	• LMS/LIS expectations are not sufficiently high for every student. • LMS/LIS creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well behaved, and on task. • LMS/LIS and students establish clear rules for learning and behavior. • LMS/LIS uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • LMS/LIS overlooks inconsequential behavior. • LMS/LIS deals with students who have caused disruptions rather than the entire class. • LMS/LIS attends to disruptions quickly and firmly.	• Students are mostly well behaved, and on task; some minor learning disruptions may occur. • LMS/LIS established rules for learning and behavior. • LMS/LIS uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • LMS/LIS overlooks some inconsequential behavior, but at other times, stops the lesson to address it. • LMS/LIS deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are not well behaved and are often off task. • LMS/LIS establishes few rules for learning and behavior. • LMS/LIS uses few techniques to maintain appropriate student behavior. • LMS/LIS cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The library: • welcomes all member and guests, • is organized and understandable to all students, • provides supplies, equipment, and resources that are easily and readily accessible, • displays student work that frequently changes, and • is arranged to promote individual and group learning.	The library: • welcomes most members and guests, • is organized and understandable to most students, • provides supplies, equipment, and resources that are accessible, • displays student work, and • is arranged to promote individual and group learning.	The library: • is somewhat cold and uninviting, • is not well organized and understandable to students, • has supplies, equipment, and resources that are difficult to access, • does not display student work, and • is not arranged to promote group learning.
Respectful Culture	• LMS/LIS-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • LMS/LIS seeks out and is receptive to the interest and opinions of all students. • Positive relationships and interdependence characterize the library environment.	• LMS/LIS-student interactions are generally friendly but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for LMS/LIS and are generally polite to each other. • LMS/LIS is sometimes receptive to the interest and opinions of students.	• LMS/LIS-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for LMS/LIS. • Student interaction is characterized by conflict, sarcasm, or put-downs. • LMS/LIS is not receptive to interests and opinions of students.