Appendix F – Librarians' Rubric
Categories, Indicators, and Attributes of Effective Teaching for Librarians

I. Knowledge of Curriculum Content
(State Standard I: Curriculum, Planning, and Assessment)

Indicator #1: Curriculum Knowledge as evidenced by participation in curriculum work at department/grade/team/school meetings, teaching artifacts (i.e. curriculum documents), classroom observations, attendance at professional development activities (i.e. curriculum related workshops/conferences)

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.	There is no evidence of communication with colleagues and students.	There is some evidence of communication and collaboration with colleagues and students.	There is clear evidence of effective communication and collaboration.	There is clear evidence of consistent and effective communication and collaboration.
Follows district approved selection policy which includes a procedure for the reconsideration of materials.	Librarian does not adhere to selection policy and procedures.	Librarian inconsistently adheres to selection policy and procedures.	Librarian consistently adheres to selection policy and procedures.	Librarian consistently adheres to selection policy and procedures and makes helpful suggestions for improving selection policy and procedures.
Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the	There is no evidence of communication with teachers and administration and no knowledge of the curriculum..	There is some evidence of communication with teachers and administration and collaboration and rudimentary knowledge of	There is clear evidence of effective communication and collaboration, and knowledge of the curriculum.	There is clear evidence of consistent and effective communication and collaboration, and in-depth knowledge of the curriculum.

curriculum.		the curriculum.		
Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.	Librarian does not use any selection tools in choosing materials for the collection.	Librarian inconsistently uses some selection tools in choosing materials for the collection.	Librarian consistently uses selection tools, including bibliographies, periodical reviews, workshops, and professional judgment recommendations in choosing materials for the collection.	Librarian consistently uses selection tools, including bibliographies, periodical reviews, workshops, and professional judgment recommendations in choosing materials for the collection, and makes helpful suggestions for improving selection policies and procedures
Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.	Librarian's relationships with colleagues are negative or self-serving. Librarian makes no effort to share knowledge with others or to assume professional responsibilities.	Librarian maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Librarian finds limited ways to contribute to the profession.	Relationships with colleagues are characterized by mutual support and cooperation. Librarian participates actively in assisting and working with other educators.	Relationships with colleagues are characterized by mutual support and cooperation. Librarian takes initiative in assuming leadership among the faculty. Librarian initiates important activities to contribute to the profession.

II. Curriculum and Instruction Planning and Assessment
(State Standard I: Curriculum, Planning, and Assessment)

Indicator #1: Planning for Instruction as evidenced by standards-based curriculum units, curriculum roadmaps, planning using differentiated materials and/or activities, planning work with colleagues, teaching artifacts (i.e., student guides, unit overviews)

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Evaluates programs, services, facilities, and materials informally and formally on a continuous basis-identifying strengths and weaknesses.	Librarian does not evaluate programs, services, facilities and materials.	Librarian inconsistently evaluates programs, services, facilities and materials.	Librarian consistently evaluates programs, services, facilities and materials using a variety of methods and sets goals to make identified improvements.	Librarian consistently evaluates programs, services, facilities and materials and provides a report identifying areas that need improvement and a plan to make the improvements.
Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.	Librarian does not take a leadership role.	Librarian sometimes exercises a leadership role.	Librarian exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.	Librarian consistently exercises a leadership role and actively seeks out opportunities to ensure the library media center is central to the instructional program of the school.
Participates as a member of the instructional team(s) in curriculum development	Librarian does not participate in curriculum development projects and does not plan	Librarian inconsistently participates in curriculum development projects and	Librarian consistently participates as a member of the instructional team(s) in	Librarian plays a leading role in the instructional team(s) in curriculum development

projects and plans regularly with teachers.	with teachers.	sometimes plans with teachers.	curriculum development projects and plans regularly with teachers.	projects and plans regularly with teachers.
Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.	Librarian does not support classroom teachers in the development of instructional units, activities, and curriculum.	Librarian inconsistently supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.	Librarian consistently supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.	Librarian actively seeks opportunities to support classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.
Assists faculty in the selection of materials to supplement instruction.	Librarian does not assist faculty in the selection of materials to supplement instruction.	Librarian inconsistently assists faculty in the selection of materials to supplement instruction.	Librarian consistently assists faculty in the selection of materials to supplement instruction.	Librarian actively searches for and recommends new materials to the faculty to supplement instruction.

III. Management of Classroom Environment
(State Standard II: Teaching All Students)

Indicator #1: Management of LMC environment as evidenced by observation, scheduling documents, signage, guides for using the space, e.g. posters, maps, student handouts.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Exemplary**
Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.	There is minimal or no organization and/or maintenance of the LMC.	There is inconsistent evidence of organization and/or maintenance of LMC.	There is consistent evidence of organization and/or maintenance of LMC.	There is clear evidence of consistent and effective organization and/or maintenance of LMC, and periodic review of the use of space to provide the optimum learning environment.
Is responsible for the proper use of the facility, materials, and equipment.	Librarian shows no responsibility for the proper use of the facility, materials and equipment.	Librarian inconsistently shows responsibility for the proper use of the facility, materials and equipment.	Librarian consistently shows responsibility for the proper use of the facility, materials and equipment.	Librarian consistently shows responsibility for the proper use of the facility, materials and equipment and innovates new ways of communicating about the proper use of the facility, materials and equipment.
Plans/or participates in special projects or proposals, e.g. book fairs.	Librarian demonstrates no planning or participation in special projects or proposals.	Librarian inconsistently plans or participates in special projects or proposals.	Librarian consistently plans or participates in special projects or proposals.	Librarian consistently plans or participates in special projects or proposals and

				initiates new special projects or proposals.
Encourages flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.	Librarian shows no evidence of flexible use.	Librarian inconsistently shows evidence of flexible use.	Librarian consistently shows evidence of flexible use.	Librarian consistently plans for, initiates, and recommends to a diverse patron community a cohesive plan for comprehensive usage.
Makes the library media center and its resources accessible to students and faculty.	Librarian makes no effort to make the LMC and its resources accessible to patrons.	Librarian inconsistently makes an effort to make the LMC and its resources accessible to patrons.	Librarian consistently makes an effort to make the LMC and its resources accessible to patrons.	Librarian consistently takes an active role in making the LMC and its resources accessible to a diverse patron community.

IV. Instruction
(State Standard II: Teaching All Students)

Indicator #1: Instruction as evidenced by observations, planning documents, teaching artifacts (i.e., students assessments, student projects) materials and resources, formative and summative student assessments.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Plans and implements a library media center program of library information literacy in collaboration with classroom teachers.	No evidence of planning and implementation of a library media center program of library information literacy in collaboration with classroom teachers.	Inconsistent evidence of planning and implementation of a library media center program of library information literacy in collaboration with classroom teachers.	Consistent evidence of planning and implementation of a library media center program of library information literacy in collaboration with classroom teachers.	Extensive evidence showing planning and implementation of a library media center program of library information literacy in collaboration with classroom teachers and keeps abreast of changes in the information literacy curriculum.
Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.	No student evidence showing initiative and assuming a personal responsibility for learning and conduct due to no expectations established by the librarian.	Students display little evidence showing initiative and assume a personal responsibility for learning and conduct due to low expectations established by the librarian.	Students display some evidence showing initiative and assume a personal responsibility for learning and conduct due to some expectations established by the librarian.	Students display strong evidence showing initiative and assume a personal responsibility for learning and conduct due to high expectations established by the librarian.
Provides for independent and cooperative	No evidence, shown by student work,	Little evidence, shown by student work,	Some evidence, shown by student work,	Strong evidence, shown by student work,

group learning.	demonstrates independent and cooperative group learning.	demonstrates independent and cooperative group learning.	demonstrates independent and cooperative group learning.	clearly demonstrates independent and cooperative group learning.
Guides students in the selection of appropriate resources.	Students' selection of resources demonstrates no evidence of librarian's guidance.	Students' selection of resources demonstrates little evidence of librarian's guidance.	Students' selection of appropriate resources demonstrates some evidence of librarian's guidance.	Students' selection of appropriate resources strongly demonstrates evidence of librarian's guidance.
Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments	No evidence showing students' independent use and comprehension of reference materials in relation to planned assignments.	Little evidence showing students' independent use and comprehension of reference materials in relation to planned assignments.	Some evidence showing students' independent use and comprehension of reference materials in relation to planned assignments.	Strong evidence showing students' independent use and comprehension of reference materials in relation to planned assignments.
Promotes appreciation of various forms of literature emphasizing the highest quality.	No demonstration of promoting various forms of high quality literature by collection development and promotion.	Little demonstration of promoting various forms of high quality literature by collection development and promotion.	Some demonstration of promoting various forms of high quality literature by collection development and promotion.	Strong demonstration of promoting various forms of high quality literature by collection development and promotion.
Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills,	No evidence, shown in student habits and work, demonstrating promotion of lifelong learning, listening, viewing, critical	Little evidence, shown in student habits and work, demonstrating promotion of lifelong learning, listening, viewing, critical	Some evidence, shown in student habits and work, demonstrating promotion of lifelong learning, listening, viewing, critical	Strong evidence, shown in student habits and work, demonstrating promotion of lifelong learning, listening, viewing, critical

and to become skilled in all modes of communication.	thinking skills and use of different modes of communication.	thinking skills and use of different modes of communication.	thinking skills and use of different modes of communication.	thinking skills and use of different modes of communication.
Incorporates the use of technology in accessing information.	No evidence is shown of accessing information with the use of technology.	Little evidence is shown of accessing information with the use of technology.	Some evidence is shown of accessing information with the use of technology by the librarian modeling this means of accessing information and students' application of this tool to locate information.	Strong evidence is shown of accessing information with the use of technology by the librarian modeling this means of accessing information and students' application of this tool to locate information.
Assists students in the use of multi-media for completed projects.	Students' completed projects show no influence of the librarian's instruction in incorporating multi-media within their projects.	Students' completed projects show little influence of the librarian's instruction in incorporating multi-media within their projects.	Students' completed projects show some influence of the librarian's instruction in incorporating multi-media within their projects.	Students' completed projects strongly show the influence of the librarian's instruction in incorporating multi-media within their projects.
Informally evaluates individual and group needs and provides appropriate learning experiences.	The librarian adheres rigidly to an instructional plan, does not know if a lesson was effective, or profoundly misjudges the success or outcome of a	The librarian is partially successful in lesson adjustment, with a generally accurate impression of a lesson's effectiveness and outcomes.	The librarian makes a minor, smooth adjustment to a lesson and makes accurate assessments of lesson's outcomes and effectiveness. Librarian can	The librarian successfully makes major adjustments to lesson when needed, makes thoughtful and accurate assessment of lesson's outcome and

			cite general examples to support the judgment.	effectiveness, and can cite specific examples from the lesson, weighing the relative strengths of each.
Nurtures student learning by providing materials and instruction for all ability levels and learning styles.	The librarian does not provide any variation in the delivery of instruction for the needs of different students.	The librarian attempts to provide some variation for students' differing needs with uneven success.	The librarian consistently provides differentiated instruction for students who need more support or extension.	The librarian consistently provides differentiated instruction for students who need more support or extension; the strategies employed show evidence of the librarian seeking out the most effective, current approaches.
Models skills and strategies essential to the research process.	The librarian gives no instruction on the research process.	The librarian gives minimal verbal instruction on the research process.	The librarian gives successfully gives verbal and visual instruction, demonstrating the research process.	The librarian gives successfully gives verbal and visual instruction, demonstrating the research process; students initiate ideas and make unsolicited contributions.

V. Expectations for Student Achievement
(State Standard II: Teaching All Students)

Indicator #1: Expectations for student achievement as evidenced by communication with students (i.e. verbal expectations, emails (6-12), webpages, rubric in collaboration with classroom teacher)

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and student interactions with librarian convey low expectations for a noticeable number of students.	Instructional outcomes, activities and assignments, and student interactions with librarian convey modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and student interactions with librarian convey high expectations for all students' learning and achievement.	Instructional outcomes, activities and assignments, and student interactions with librarian convey high expectations for all students' learning and achievement. The librarian may also make appropriate adjustments based on student needs.
Communication of library policies and procedures	Library policies and procedures have not been delineated.	Library policies and procedures are sometimes apparent and sometimes followed.	Library policies and procedures have been clearly delineated and consistently followed.	Library policies and procedures have been clearly delineated and consistently followed. The librarian may also make appropriate adjustments based on student needs.
Feedback to students	Librarian's feedback to students is of poor quality and	Librarian's feedback to students is uneven, and its	Librarian's feedback to students is timely and of	Librarian's feedback to students is timely and of

	not provided in a timely manner.	timeliness is inconsistent.	consistently high quality.	consistently high quality, and students make use of the feedback in their learning.

Indicator #2   Student Growth as evidenced by correspondence with students (i.e., emails, web pages, newsletter, course outlines), student work, classroom observations, formative and summative student assessments, and student feedback.

Student Growth	Unable to provide evidence of student growth: low/no impact on student growth.	Able to provide some evidence of student growth: low/moderate impact on student growth.	Provides clear and varied evidence of student growth: moderate/high impact on student growth.	Provides clear, consistent, and dramatic evidence of student growth: high impact on student growth.

VI. Professional Responsibilities
(State Standard III: Family and Community Engagement & State Standard IV: Professional Culture)

Indicator #1: Professional responsibilities as evidenced by budget documents, annual LMC goal and achievement documents, participation in technology committee(s), online catalog, websites and blogs.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Plans the budget with administration, school- based councils and/or advisory committees, based on the needs and objectives of the library media center program.	Librarian does not participate in the budget-making process.	Librarian submits the same budget every year, without consultation with administration.	Librarian submits an updated budget every year after discussion with administration.	Librarian submits an updated budget every year, after soliciting staff input and discussion with administration; librarian actively works to restore lost funding and support for new initiatives.
Administers the budget according to the goals and objectives of the program.	Librarian does not administer the budget.	Librarian administers the budget in a random and inconsistent way.	Librarian administers the budget thoughtfully and consistently, with attention to priorities and timing.	Librarian administers the budget thoughtfully and consistently, with attention to priorities and timing. Librarian finds ways to use all funds or creatively reallocate as the program needs shift during the school year.
Meets periodically with the principal to evaluate and discuss short-range goals and	Librarian avoids meeting with the principal.	Librarian meets with the principal only when the principal initiates a	Librarian initiates yearly or more frequent meetings with the principal.	Librarian initiates yearly or more frequent meetings with the principal, and presents

accomplishments for improving the library media center.		meeting.		carefully prepared materials which support improvements for the library media program.
Develops library media center policies e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.	Librarian has no knowledge of, or ignores, existing media center policies.	Librarian reads media center policies infrequently or only when an issue arises.	Librarian reviews all media center policies yearly and observes them all consistently.	Librarian reviews all media center policies yearly, observes them all consistently, and updates them as appropriate.
Develops plans for maintaining a technologically current facility and program.	Librarian does not use technology in the library.	Librarian uses old technology in the library.	Librarian requests technology upgrades as appropriate.	Librarian writes technology plans as needed, and identifies budget or grant funding to support the program.
Organizes, classifies, and catalogs library materials, following nationally recognized professional standards such as AACR2 (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, MARC format.	Librarian is not familiar with standard cataloging materials and practices.	Librarian applies the professional standards in an inconsistent or incorrect way.	Librarian is familiar with cataloging practices and makes changes in purchased cataloging as appropriate, using the standard tools appropriately and correctly.	Librarian is familiar with cataloging practices and makes changes in purchased cataloging as appropriate; using the standard tools appropriately and correctly, and provides original cataloging for any local or uncataloged

				materials.
Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.	Librarian does not publicize library programs.	Librarian publicizes library programs in minimal ways.	Librarian publicizes library programs and services through email, the library website, resource lists, reading lists, flyers, and announcements.	Librarian publicizes library programs and services through email, the library website, blogs, resource lists, reading lists, flyers, and announcements, as well as local news media.
Trains and supervises library media clerical staff, volunteers, and student helpers.	Librarian does not provide training or supervision.	Librarian provides minimal training and supervision.	Librarian provides hands on training to clerical staff, volunteers, and student helpers.	Librarian provides hands on training to clerical staff, volunteers, and student helpers, and provides opportunities for off-site training and enrichment.
Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.	Librarian is unaware of the relationship between selection, circulation, and maintenance, and the school's philosophy.	Librarian selects, circulates, and maintains materials, with only cursory attention to the school's philosophy.	The librarian's primary criteria for selecting, circulating, and maintaining materials reflects the school's philosophy.	The librarian's primary criteria for selecting, circulating, and maintaining materials reflects the school's philosophy; the librarian engages in ongoing dialogue about the relationship of the library program and the school's philosophy.
Keeps an automated	Librarian does not maintain a	Librarian makes infrequent	Librarian maintains a	Librarian maintains a

catalog current.	current catalog of library materials.	updates to the online catalog.	current catalog of library materials.	current catalog of library materials and actively corrects existing mistakes and inconsistencies in MARC records.
Maintains statistical records and shelf list needed to verify the collection of the Library media center holdings.	Librarian maintains no records.	Librarian is aware of the availability of shelf list and statistical information through library management software program.	Librarian maintains yearly records of shelflist and statistical information.	Librarian maintains yearly records of shelflist and statistical information, submits an annual report detailing those statistics, and uses the information to improve the library program.
Makes general repairs, weeds collection, and takes regular inventory.	Librarian ignores the collection.	Librarian makes minimal repairs as needed.	Librarian weeds the collection yearly, proactively identifying and making repairs as part of the process.	Librarian weeds and inventories the collection yearly, proactively identifying and making repairs as part of the process.
Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.	Librarian provides no training to staff.	Librarian provides one on one training to staff as the need arises.	Librarian offers yearly staff trainings, and actively seeks out one-on-one opportunities to train staff.	Librarian offers yearly staff trainings, and actively seeks out one-on-one opportunities to train staff, as well as offering PD workshops to staff.

Provides orientation for new faculty and students.	Librarian does not offer orientation.	Librarian offers orientation only upon request of new staff.	Librarian offers orientation every fall to new staff and students.	Librarian offers orientation every fall to new staff and students, and has a mid-year offering refresher course.
Follows the school's policies and procedures.	Librarian does not comply with school and district regulations.	Librarian complies minimally with school and district regulations, doing just enough to get by.	Librarian complies fully with school and district regulations.	Librarian complies fully with school and district regulations, taking a leadership role with colleagues (all teaching & support staff).
Promotes compliance with the copyright law.	Librarian does not comply with the copyright law.	Librarian complies minimally with the copyright law doing just enough to get by.	Librarian complies fully with the copyright law.	Librarian complies fully with the copyright law, taking a leadership role with colleagues.
Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.	Librarian is unaware of privacy and confidentiality issues.	Librarian does not guard the confidentiality of library records and requests for information.	Librarian maintains complete confidentiality and privacy regarding library records and requests for information.	Librarian maintains complete confidentiality and privacy regarding library records and requests for information, and trains library staff and student aides on those policies, and raises awareness about those policies with faculty.
Attends local	Librarian avoids	Librarian attends	Librarian	Librarian

professional growth activities and meetings.	local activities or meetings.	only mandatory local activities and meetings.	frequently attends local activities and meetings.	frequently attends local activities and meetings, and creates and offers new opportunities for professional growth to his/her colleagues.
Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.	Librarian belongs to no organizations and attends no outside events.	Librarian maintains minimal memberships and attends no professional events.	Librarian maintains memberships in several library organizations and attends several professional events a year.	Librarian maintains memberships in library organizations at the local, state and national levels, and often participates in professional development activities.

VII. Relationship with Students
(State Standard II: Teaching All Students)

Indicator #1: Librarian-student interactions as evidenced by classroom observations, records of student feedback, meetings with Guidance, Special Education, and colleagues, implementation of strategies on IEP's, instructional materials to support differentiated instruction.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Is available as a personal resource for all students and faculty.	Librarian avoids contact with students and faculty.	Librarian has only minimal contact with students and faculty.	Librarian is proactive about offering his/her services to students and faculty, and seeks out opportunities to be of service.	Librarian is proactive about offering his/her services to students and faculty, seeks out opportunities to be of service, and follows up later to make sure the service was effective.
Provides the resources and promotes recreational reading for the school community.	The librarian does not read for fun and does not promote recreational reading.	The librarian reads for fun and purchases minimal essential materials for recreational reading.	The librarian offers a wide range of recreational reading, promotes recreational reading through booktalks, booklists, reader's advisory.	The librarian offers a wide range of recreational reading, promotes recreational reading through booktalks, booklists, reader's advisory and book clubs for both staff and students.
Works to establish good rapport with students.	Librarian-student interactions with some students are sometimes negative, demeaning, sarcastic, or inappropriate to the age or	Librarian-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for	Librarian-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and	Librarian-student interactions are friendly and reflect genuine caring and respect for individuals as well as groups of students. Such

	culture of the students. Students exhibit disrespect for the librarian.	students' cultures. Students exhibit only minimal respect for the librarian.	cultures of the students. Students exhibit respect for the librarian.	interactions are appropriate to the ages and cultures of the students. Students appear to trust the librarian with sensitive information.
Uses students' previous and current teachers as resources for information when appropriate.	Librarian avoids communication with teachers about students.	Librarian communicates with teachers about students only when the teacher approaches him/her or when required to participate in a meeting.	Librarian actively seeks teachers out to add to his/her understanding of an individual student.	Librarian actively seeks teachers out to add to his/her understanding of an individual student, and uses this information to enhance students' participation in the library program.
Builds positive relationships with students and with parents/guardians in order to enhance students' abilities to learn effectively.	Librarian does not respond or responds inappropriately to family concerns about students.	Librarian responses to family concerns are minimal or occasionally inappropriate.	Librarian responds appropriately to family concerns.	Librarian reaches out actively to address family concerns.
Recognizes and responds appropriately when an individual student is having social and/or emotional difficulties which interfere	When a student has difficulty learning, the librarian either gives up or blames the student or the student's home environment.	Librarian accepts responsibility for the success of all students but has a limited repertoire of instructional strategies on which to draw.	Librarian persists in seeking approaches for students who have difficulty learning, drawing on a repertoire of strategies, and	Librarian consistently seeks approaches for students who need help or when students first show signs of struggle in meeting learning standards.

			working collaboratively with students to improve learning.	
Provides opportunities for each student to meet with success.	Librarian is not alert to students' needs.	Librarian's attempts to serve students are inconsistent.	Librarian is active in serving students.	Librarian is highly proactive in serving students, seeking out resources when needed.
Praises students and recognizes their efforts and contributions to class activities and assignments.	Librarian conveys a negative attitude toward student contributions, suggesting that they are not important.	Librarian gives minimal encouragement or neutral feedback in response to student contributions.	Librarian conveys genuine enthusiasm in response to students' contributions and demonstrates consistent commitment to its value.	Librarian conveys genuine enthusiasm in response to students' contributions, and students demonstrate through their active participation, curiosity, and taking initiative that they feel their contributions are valued.
Seeks and uses student feedback to enhance overall library experience.	Provides little or no evidence as to use of student feedback.	Provides evidence as to the use of student feedback.	Provides clear evidence as to the use of student feedback.	Provides clear, consistent, and convincing evidence as to the use of student feedback.

Rubric Point-Weighting System

Categories & State Standards	Category Weight/Rating Points
Category I: Knowledge of Curriculum Content (State Standard I: Curriculum, Planning, and Assessment)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category II: Curriculum and Instruction Planning and Assessment (State Standard I: Curriculum, Planning, and Assessment)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category III: Management of Classroom Environment (State Standard II: Teaching All Students)	**Category Weight = 10%** **Exemplary = 12** **Proficient = 8** **Needs Improvement = 4** **Unsatisfactory = 0**
Category IV: Instruction (State Standard II: Teaching All Students)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category V: Expectations for Student Achievement (State Standard II: Teaching All Students)	**Category Weight = 20%** **Exemplary = 24** **Proficient = 16** **Needs Improvement = 8** **Unsatisfactory = 0**
Category VI: Professional Responsibilities (State Standard III: Family and Community Engagement & State Standard IV: Professional Culture)	**Category Weight = 5%** **Exemplary = 6** **Proficient = 4** **Needs Improvement = 2** **Unsatisfactory = 0**
Category VII: Relationship with Students (State Standard II: Teaching All Students)	**Category Weight = 5%** **Exemplary = 6** **Proficient = 4** **Needs Improvement = 2** **Unsatisfactory = 0**

Summative Performance Rating Scale Based on Rubric Point-Weighting System

Exemplary	**112-120 Total Points**	**At least 112 and no Needs Improvement or Unsatisfactory rating on any Category.**
Proficient	**76-110 Total Points**	**At least Proficient on all four 20 percent Categories and no Unsatisfactory rating on any Category.**
Needs Improvement	**48-74 Total Points**	
Unsatisfactory	**≤ 46 Total Points**	