Teacher Effectiveness Measure

Library Information Specialist Rubric

(LIS)

STANDARD 1 - INSTRUCTION: INQUIRE, THINK CRITICALLY, AND GAIN KNOWLEDGE

1 Significantly Below Expectations	2 Below Expectations	3 Meeting Expectations	4/5 Above Expectations / Significantly Above
The following best describes what is observed: 1. LIS does not provide lessons and/or guidance on how to: • make real world connections to the curriculum via available resources • use questions to drive research • find appropriate resources to assist with answering questions • consider diversely selected materials presented in multiple formats that are appropriate to specified curriculum • utilize technology, when appropriate, for accessing information and pursuing inquiry 2. LIS does not build upon students' prior knowledge as context for new learning. 3. LIS does not provide opportunities for students to seek information for personal learning.	*The following best describes what is observed:* 1. LIS inconsistently provides lessons and/or guidance on how to: • make real world connections to the curriculum via available resources • use questions to drive research • find appropriate resources to assist with answering questions • consider diversely selected materials presented in multiple formats that are appropriate to specified curriculum • utilize technology, when appropriate, for accessing information and pursuing inquiry 2. LIS rarely builds upon students' prior knowledge as context for new learning. 3. LIS provides limited opportunities for students to seek information for personal learning.	*The following best describes what is observed:* 1. LIS provides lessons and/or guidance on how to: • make real world connections to the curriculum via available resources; **1.1.1** • use questions to drive research; **1.1.3** • find appropriate resources to assist with answering questions; **1.1.4** • consider diversely selected materials presented in multiple formats that are appropriate to specified curriculum; **1.2.3** • utilize technology, when appropriate, for accessing information and pursuing inquiry; **1.1.8** 2. LIS builds upon students' prior knowledge as context for new learning. **1.1.2** 3. LIS provides opportunities for students to seek information for personal learning. **4.1.4** 4. LIS provides opportunities for students to show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. **4.2.4.**	*For Level 5, all evidence at Level 3 is present, as well as **all** of the following:* *For Level 4, all evidence at Level 3 is present, as well as **one** of the following:* 1. LIS consistently provides lessons and/or guidance on how to: • make real world connections to the curriculum via available resources; **1.1.1** • use questions to drive research; **1.1.3** • find appropriate resources to assist with answering questions; **1.1.4** • consider diversely selected materials presented in multiple formats that are appropriate to specified curriculum; **1.2.3** • utilize technology when appropriate for accessing information and pursuing inquiry; **1.1.8** 2. LIS consistently builds upon students' prior knowledge as context for new learning. **1.1.2** 3. LIS consistently provides opportunities for students to seek information for personal learning. **4.1.4** 4. LIS provides opportunities for students to show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. **4.2.4.** 5. LIS ensures that students make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, and conflicting information and point-of-view or bias. **1.1.7** 6. LIS provides opportunities for meaningful student collaboration related to inquiry and critical thinking. **2.1.5**

NOTES – Numbers following the indicators reference ***Standards for the 21st Century Learner*** by AASL, American Association of School Librarians. AASL standards may be found at http://www.ala.org/aasl/standards/learning

 • Examples of how the LIS might achieve these expectations are by instructing students in a research process to solve problems or make decisions by using information, by instructing students in MLA (Modern Language Association) format, by instructing students in copyright guidelines, or by demonstrating the use of technology such as Internet searching, Atrium/OPAC and TEL (Tennessee

Electronic Library) in order to access information.

- Examples of how the LIS might build upon students' prior knowledge are by utilizing KWL charts (what a student already knows, what a student wants to know, and what a student has already learned) and/or opening lessons with guided questions.

- A minimum of-3-5 pieces of evidence (artifacts) to support each standard, including those that may not be seen during an instructional observation, will be presented in a portfolio at or before the pre-conference.

STANDARD 2- INSTRUCTION: DRAW CONCLUSIONS, MAKE INFORMED DECISIONS, APPLY KNOWLEDGE TO NEW SITUATIONS, AND CREATE NEW KNOWLEDGE

1 Significantly Below Expectations	2 Below Expectations	3 Meeting Expectations	4/5 Above Expectations / Significantly Above Expectations
The following best describes what is observed: 1. LIS does not correlate the library program with that of the school curriculum by providing related lessons or guidance on how to: • identify and understand critical thinking skills of analysis, synthesis, evaluation and organization of information • use strategies to draw conclusions from information 2. LIS's practices do not display understanding of students' anticipated learning difficulties. 3. LIS does not demonstrate how to use technology and other information tools. 4. LIS does not encourage students' responses to literature and creative expression of ideas.	*The following best describes what is observed:* 1. LIS inconsistently correlates the library program with that of the school curriculum by providing related lessons or guidance on how to: • identify and understand critical thinking skills of analysis, synthesis, evaluation and organization of information • use strategies to draw conclusions from information 2. LIS's practices are reactive and display understanding of students' learning difficulties only as they surface during the lesson. 3. LIS provides inaccurate demonstrations of how to use technology or other information tools, or the selected technology and/or tools are not appropriate to students' learning. 4. LIS rarely attempts to encourage students' responses to literature and creative expression of ideas.	*The following best describes what is observed* 1. LIS correlates the library program with that of the school curriculum by providing related lessons or guidance on how to: • identify and understand critical thinking skills of analysis, synthesis, evaluation and organization of information; **2.1.1** • use strategies to draw conclusions from information; **2.1.3** 2. LIS's practices display understanding of students' anticipated learning difficulties. 3. LIS demonstrates how to use technology and/or social media and other information tools when appropriate. **4.1.7, 2.1.4** 4. LIS encourages students' responses to literature and creative expression of ideas using various formats. **4.1.3**	*For Level 5, all evidence at Level 3 is present, as well as **all** of the following:* *For Level 4, all evidence at Level 3 is present, as well as **one or more** of the following:* 1. LIS consistently correlates the library program with that of the school curriculum by providing related lessons and guidance on how to: • apply the critical thinking skills of analysis, synthesis, evaluation, and organization of information and knowledge in order to draw conclusions and create new knowledge; **2.1.1** • use strategies to draw conclusions from information and apply knowledge to curricular areas and real-world situations; **2.1.3** 2. LIS's practices display understanding of students' anticipated learning difficulties and activities are differentiated based on students' needs. 3. LIS demonstrates how to use technology and/or social media (if used in current lesson) and other information tools to analyze and organize information in an ethical and responsible manner. **2.1.4, 4.1.7, 1.3.3** 4. LIS consistently provides opportunities for students to respond to literature and creative expressions of ideas using various formats. **4.1.3**

Notes: Numbers following the indicators reference *Standards for the 21st Century Learner* by AASL, American Association of School Librarians. AASL standards may be found at http://www.ala.org/aasl/standards/learning

- Examples of how the LIS might achieve these expectations are by modeling the steps of the research process, modeling the process of drawing conclusions, instructing students in note taking, creating note cards, or utilizing graphic organizers.

- Examples of how the LIS might demonstrate how to use technology and other information tools to analyze and organize information, would be conducting a lesson on the use of presentation tools such as PowerPoint, Word or Excel, teaching students how to blog, or using online graphic organizers.

- Examples of how the LIS might teach students the ethical and responsible use of technology, are lessons on copyright, Internet safety, netiquette or lessons on intellectual freedom.

- Examples of how the LIS might provide opportunities for students to respond to literature and creative expressions of ideas in various formats would be through writing, multimedia presentations, or artistic interpretations.

- Examples of how the LIS provides meaningful lessons and guidance to students to assist them in organizing personal knowledge in a way that can be called upon easily are by instructing students in the use of data storage methods.

- Examples of how the LIS might differentiate instruction based on student needs may be by providing activities or resources on different Lexile levels, or modifying lesson tasks to accommodate various student learning levels.

- A minimum of 3-5 pieces of evidence (artifacts) to support each standard, including those that may not be seen during an instructional observation, will be presented in a portfolio at or before the pre-conference.

STANDARD 3 - ENVIRONMENT: SPACE, RESOURCES, and ROUTINES

1 Significantly Below Expectations	2 Below Expectations	3 Meeting Expectations	4/5 Above Expectations / Significantly Above Expectations

The following best describes what is observed:
 	
1. LIS does not ensure that the library media center is inviting and welcoming.
2. LIS does not ensure the library media center is well organized, resources are not easy to locate and are not appropriately catalogued.
3. LIS does not ensure that the library media center is well maintained; resources are not up-to-date and are not in good repair.
4. Use of space and materials does not promote learning and/or student work is not displayed.
5. Most materials, resources and equipment are not easily accessible to users.
6. There are no established circulation procedures.
7. Routines, procedures and behavioral expectations are not evident.
  • Procedures are not visible.
  • LIS does not promote or reinforce positive behavior.
  • Disruptive behavior causes significant interruption to instructional time.
  • LIS does not attend to disruptions.
	The following best describes what is observed:
	
	1. LIS rarely ensures that the library media center is inviting and welcoming.
	2. LIS rarely ensures the library media center is well organized, resources are easy to locate and are appropriately catalogued.
	3. LIS rarely ensures that the library media center is well maintained, resources are up-to-date and in good repair, as budget allows.
	4. Use of space and materials somewhat promotes learning, and/or displays of student work are not frequently changed.
	5. Most materials, resources and equipment are somewhat easily accessible to users.
	6. There are some established circulation procedures; however, the procedures are ineffective.
	7. Routines, procedures and behavioral expectations are evident but inconsistent.
	  • Written rules and procedures are established, but are not communicated to students, staff and parents.
	  • LIS rarely promotes and reinforces positive behavior.
	  • Disruptive behavior is de-escalated with some interruption to instructional time.
		The following best describes what is observed:
		
		1. LIS ensures that the library media center is inviting and welcoming.
		2. LIS ensures the library media center is well organized, resources are easy to locate and are appropriately cataloged.
		3. LIS ensures that the library media center is well maintained, resources are up-to-date, and in good repair as budget allows.
		4. Use of space and materials promotes learning; displays of student work are frequently changed.
		5. Most materials, resources and equipment are easily accessible to users.
		6. The LIS has established circulation procedures and communicated these procedures to all patrons.
		7. Routines, procedures and behavioral expectations are evident and consistent.
		  • Written rules and procedures have been established and are communicated to students, staff and parents.
		  • LIS regularly promotes and reinforces positive behavior.
		  • Disruptive behavior is de-escalated with little interruption to instructional time.
			*For Level 5, all evidence at Level 3 is present, as well as **all** of the following:*
			
			*For Level 4, all evidence at Level 3 is present, as well as **one or more** of the following:*
			
			1. LIS consistently enhances the library media center environment by collaborating with administrators, teachers and others to seek additional resources that support improving literacy.
			2. The LIS consistently ensures that library media center resources are available for all, with flexibility and creativity within or beyond the school day.
			3. Circulation procedures have been established and have been implemented to maximize the use of library resources and have been communicated to all patrons.
			4. Routines, procedures and behavioral expectations are evident and consistent and create a culture of accountability and responsibility for all patrons.
			  • Written procedures have been established to prioritize needs of the school.
			  • Flow of the library rarely impeded by inappropriate or off-task student behavior.

Notes: Standard of the rubric correlates with the TEAM (Tennessee Educator Acceleration Model) model used by the Tennessee Department of Education. http://team-tn.org/evaluation/teacher-evaluation/

- Examples of how the LIS could meet these expectations are by displaying literacy based bulletin boards, creating reading corners, posting reading-related posters, creating book displays, using signage in the library, and/or providing a variety of resources, posting rules and consequences, and leaving top and bottom shelving open (when possible) in order to make materials more accessible.
- The LIS should provide a library orientation session at the beginning of the school year for teachers and students.
- Examples of how the LIS ensures that the library media center is well maintained, resources are up-to-date, and in good repair, are through evidence of on-going and consistent weeding of the collection following the guidelines in the SCS Library Procedure Manual. Well maintained also means that the library books are shelved in proper shelf-list order and are neat in appearance.
- A minimum of 3-5 pieces of evidence (artifacts) to support each standard, including those that may not be seen during an instructional observation will be presented in a portfolio at or before the preconference.

STANDARD 4 - PROFESSIONALISM and PROGRAMMATIC GROWTH

1 Significantly Below Expectations	2 Below Expectations	3 Meeting Expectations	4/5 Above Expectations / Significantly Above Expectations
The following best describes what is observed: 1. LIS does not complete, in an effective manner, all administrative responsibilities related to managing the library media program. 2. Written plans, policies and procedures for library staff and/or volunteers do not exist. 3. Records are not accurate or up-to-date. 4. The LIS is typically late for class, meetings or other scheduled activities. 5. LIS does not develop or implement high-quality programs that encourage students to read and that promote students' mastery of standards. 6. LIS does not adapt District's policy for dealing with challenged materials. 7. LIS does not incorporate promotional activities in the library program during the school year, or promotional activities are not supportive of literacy.	*The following best describes what is observed:* 1. LIS rarely completes, in an effective manner, all administrative responsibilities related to managing the library media program. 2. Written plans, policies and procedures exist, but are not readily available for library staff and/or volunteers. 3. Records are more often late or inaccurate than not. 4. The LIS, more often than not, arrives late for class, meetings or other scheduled activities. 5. LIS loosely adapts District's policy for dealing with challenged materials for the school community; complete policy compliance is not evident. 6. LIS incorporates one promotional activity in the library program during the school year that support student's mastery of standards. 7. Data are not used for making decisions regarding resource selection and collection development in the library media center.	*The following best describes what is observed:* 1. LIS usually completes, in an effective manner, administrative responsibilities related to managing the library media program. 2. Written plans, policies and procedures are available for library staff and/or volunteers. 3. Records are turned in on time and are at least 90% accurate. 4. LIS uses evaluation techniques to make decisions related to improving the library program. 5. The LIS is typically on time for class, meetings or other scheduled activities. 6. LIS adapts District's policy for dealing with challenged materials for the school community. 7. LIS incorporates two or more promotional activities in the library program during the school year which support students' mastery of standards. 8. Data are sometimes used for making decisions regarding resource selection and collection development in the library media center.	*For Level 5, all evidence at Level 3 is present, as well as **all** of the following:* *For Level 4, all evidence at Level 3 is present, as well as **one or more** of the following:* 1. LIS consistently completes, in an effective manner, all administrative responsibilities related to managing the library media program. 2. Records are turned in on time and are completely accurate. 3. LIS uses several formal and informal evaluation techniques on a regular basis in making decisions related to improving the library program. 4. LIS incorporates three or more promotional activities in the library program during the school year consistently support students' mastery of standards. 5. LIS consistently purchases a wide variety of genres and multicultural materials that support the curriculum. 6. Data are used for making decisions regarding resource selection and collection development in the library media center.

Notes: Standard 4 of the rubric correlates with the TEAM (Tennessee Educator Acceleration Model) model used by the Tennessee Department of Education. http://team-tn.org/evaluation/teacher-evaluation/

- Examples of promotional activities to promote literacy are sponsoring book clubs, book fairs, Read for the Record events, Read Across America events, Teen Read Week events, Teen Tech Week events, Children's Book Week events, National Library Week/Month events, or Library Card Sign-Up Month. The LIS could work closely with the nearest public library branch. The LIS might have a reading corner, book displays, literacy related posters in the library, or reading related bulletin boards. The LIS could promote student essay contests & publish/display examples of student writing.
- Promotional activities that are already scheduled but have not yet occurred can be used in the portfolio as long as proper evidence of planning can be shown.
- Examples of how the LIS might achieve the goal of providing a wide variety of genres and multicultural materials are through conducting regular collection analysis, consulting book reviews in professional journals and peer reviews and/or performing surveys of the school community.
- A minimum of 3-5 pieces of evidence (artifacts) to support each standard, including those that may not be seen during an instructional observation will be presented in a portfolio at or before the pre-conference.