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| Framingham Public Schools  Library Media Specialists’ Evaluation Rubric  **“Power Tool”**  2017 |
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| **Standard I:**  **Curriculum, Planning, and Assessment** | **Standard II:**  **Teaching All Students** | **Standard III:**  **Family and Community Engagement** | **Standard IV:**  **Professional Culture** |
| **A. Curriculum and Planning Indicator**  1. Subject Matter Knowledge  4. Well-Structured Lessons | **A. Instruction Indicator**  3. Meeting Diverse Needs |  | **A. Reflection Indicator**  1. Reflective Practice |
| **B. Assessment Indicator**  2. Adjustments to Practice | **B. Learning Environment Indicator**  2. Student Motivation |  | **B. Professional Growth Indicator**  1. Professional Learning and Growth |
| **C. Analysis Indicator**  1. Analysis and Conclusions | **C. Cultural Proficiency Indicator**  1. Respects Differences | **C. Communication Indicator**  1. Culturally Proficient Communication | **C. Collaboration Indicator**  1. Professional Collaboration |
|  | **D. Expectations Indicator**  1. Clear Expectations  3. Access to Knowledge |  | **D. Decision-Making Indicator**  1. Decision-making |
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*How to reference parts of the rubric:*

**Indicator terminology:** under the “Teaching All Students**”** Standard (II), the "Instruction Indicator**”** (A) can be referred to as *Indicator II-A*

**Element terminology:** under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2*

***Standard I: Curriculum, Planning, and Assessment.*** *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

**Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.**

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| **I-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-A-1.  Subject Matter Knowledge | Demonstrates limited knowledge and understanding of the district and school’s curricula and the pedagogy it requires by making broad use of current technology and literature to engage students in learning opportunities that encompass the district and school curricula. | Demonstrates some knowledge and understanding of the district and school’s curricula and the pedagogy it requires by making some use of current technology and literature to engage students in learning opportunities that encompass the district and school curricula. | **Demonstrates sound knowledge and understanding of the district and school’s curricula and the pedagogy it requires by making broad use of current high-quality technology and literature to engage students in learning opportunities that encompass the district and school curricula.** | Demonstrates sound knowledge and understanding of the district and school’s curricula and the pedagogy it requires by making broad use of current high-quality technology and literature to engage students in learning opportunities that encompass the district and school curricula. Is able to model this element. |

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| **I-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-A-4.  Well-Structured Lessons | Develops lessons with inappropriate objectives, pacing, and/or resources for the intended outcome or for the students in the class. Or, does not develop lessons at all. | Teaches information literacy and research skills through whole-class, small group and individual instruction that is structured and sometimes has clear objectives, appropriate pacing and/or resources. Lessons may be taught by the librarian alone or in collaboration with other teachers. | **Teaches information literacy and research skills through whole-class, small group and individual instruction that is well-structured and has clear objectives, appropriate pacing and resources. Lessons may be taught by the librarian alone or in collaboration with other teachers.** | Teaches information literacy and research skills through whole-class, small group and individual instruction that is highly-engaging and well-structured, and has clear objectives, appropriate pacing and resources. Lessons may be taught by the librarian alone or in collaboration with other teachers. Is able to model this element. |

**Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.**

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| **I-B.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-B-2.  Adjustment to Practice | Rarely makes adjustments to practice based on information gathered. | May organize and analyze some information but only occasionally adjusts practice or modifies future services. | **Gathers, organizes and analyzes information that gauges the library’s effectiveness at supporting each member of the school community; adjusts practice toward intended outcomes and implements appropriate differentiated interventions and enhancements for students.** | Gathers, organizes and analyzes information that gauges the library’s effectiveness at supporting each member of the school community; adjusts practice toward intended outcomes and implements appropriate differentiated interventions and enhancements for students. Is able to model this element. |

**Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.**

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| **I-C.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| I-C-1.  Analysis and Conclusions | Does not draw conclusions from data beyond completing minimal requirements. | Draws conclusions from a limited analysis of data to inform student resource decisions. | **Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of data to improve student resources for learning.** | Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of data to improve short- and long-term resource allocation decisions. Is able to model this element. |

***Standard II: Teaching All Students.*** *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

**Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.**

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| **II-A.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-A-3.  Meeting Diverse Needs | Does not actively attempt to accommodate differences in the library resources or practices. Does not demonstrate awareness of school and district curricula and Massachusetts frameworks. | Develops a library collection that fails to address an adequate range of differences. Demonstrates some awareness of school and district curricula and Massachusetts frameworks. | **Develops a balanced collection that supports a variety of instructional strategies; supports diverse learning styles, interests and abilities of users; and reflects the diversity of the school library community. Demonstrates awareness of school and district curricula and Massachusetts frameworks, and participates in school-wide discourse on these subjects.** | Develops a balanced collection and programming that supports a variety of instructional strategies; supports diverse learning styles, interests and abilities of users; and reflects the diversity of the school library community. Demonstrates awareness of school and district curricula and Massachusetts frameworks, and guides school-wide discourse on these subjects. Is able to model this element. |

**Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.**

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| **II-B.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-B-1.  Safe Learning Environment | Maintains a physical environment in the library that is unsafe or does not support student learning. Uses inappropriate or ineffective routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students’ learning. | May create and maintain a safe physical environment in the library but inconsistently maintains routines and responses needed to prevent and/or stop behaviors that interfere with all students’ learning. | **Uses established routines and appropriate communication to create and maintain a safe physical and intellectual environment in the library, where students take academic risks and most behaviors that interfere with learning are prevented.** | Establishes and follows through on routines and uses proactive communication to create and maintain a safe physical and intellectual environment in the library where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element. |
| II-B-3.  Student Motivation | Provides few, if any, opportunities for independent learning. Rarely guides teachers and students to appropriate resources. | Allows students to identify needs, ask for support, and challenge themselves to take academic risks in the library, but is not proactive in doing so. | **Creates a welcoming physical space and online platforms that provide opportunities for independent learning and enables personalized instruction by guiding teachers and students to appropriate resources. Is seen by students and teachers as a resource and a support in their academic and personal curiosity.** | Creates a welcoming physical space and online platforms that provide opportunities for independent learning enables personalized instruction by guiding teachers and students to appropriate resources. Is seen by students and teachers as a resource and a support in their academic and personal curiosity. Is able to model this practice. |

**Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.**

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| **II-C.**  **Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-C-1.  Respects Differences | Does not adequately consider the diverse needs of school community members when developing the collection of print and nonprint materials; establishes an environment in which students demonstrate limited respect for individual differences. | Develops a collection of print and nonprint materials that creates some support for the diverse developmental, cultural, social and linguistic needs of school community members; establishes a library environment in which students generally demonstrate respect for individual differences. | **Develops a balanced collection of resources that supports the diverse developmental, cultural, social and linguistic needs of school community members; establishes a library environment in which students demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges.** | Develops and highlights a balanced collection of resources that supports the diverse developmental, cultural, social and linguistic needs of school community members; establishes a library environment in which students demonstrate respect for and affirm their own and others’ differences related to background, identity, language, strengths, and challenges. Is able to model this practice. |

**Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.**

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| **II-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| II-D-1.  Clear Expectations | Does not make specific academic and behavior expectations clear to students. | May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them. | **Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.** | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element. |
| II-D-3.  Access to Knowledge | Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students. | Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students. | **Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.** | Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element. |

***Standard III: Family and Community Engagement.*** *The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.*

**Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.**

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| III-C-2.  Culturally Proficient Communication | Makes few attempts to communicate about the library or respond to different family cultural norms and/or responds inappropriately or disrespectfully. | May communicate with members of the school community about library programs, and may communicate respectfully and make efforts to take into account different families’ home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences. | **Communicates with all members of the school community about library programs, and always communicates respectfully with families and demonstrates understanding of and sensitivity to different families’ home language, culture, and values.** | Communicates with all members of the school community about library programs, andalways communicates respectfully with families and demonstrates understanding and appreciation of different families’ home language, culture, and values. Is able to model this element. |

***Standard IV: Professional Culture.*** *The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.*

**Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.**

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| **IV-A. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-A-1.  Reflective Practice | Demonstrates limited reflection on practice and/or use of insights gained to improve practice. | May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. | **Regularly reflects on the effectiveness of lessons, research projects, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning, and to determine the need for additional instruction and resources.** | Regularly reflects on the effectiveness of lessons, research projects, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student learning, and to determine the need for additional instruction and resources. Is able to model this element. |

**Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.**

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| **IV-B. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-B-1.  Professional Learning and Growth | Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice. | Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice. | **Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources, such as professional journals and professionally-relevant social media, to gain expertise and/or assume different instruction and leadership responsibilities.** | Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element. |

**Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.**

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| **IV-C. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-C-1.  Professional Collaboration | Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning. | Does not consistently collaborate with colleagues in ways that support productive team effort. | **Consistently and effectively collaborates with colleagues in such work as developing standards-based units, developing curriculum, and providing professional development opportunities to other faculty members.** | Supports colleagues to collaborate in areas such as developing standards-based units ,developing curriculum, and providing professional development opportunities to other faculty members. Is able to model this element. |

**Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.**

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| **IV-D. Elements** | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Exemplary** |
| IV-D-1.  Decision-Making | Participates in planning and decision making at the school, department, and/or district level only when asked and rarely contributes relevant ideas or expertise. | May participate in planning and decision making at the school, department, and/or district level but rarely contributes relevant ideas or expertise. | **Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, or district level.** | In planning and decision-making at the school, department, and/or district level consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element. |