

# Anchorage School District Librarian Evaluation Rubric

## STANDARD 1: A LIBRARIAN ARTICULATES AND APPLIES A PERSONAL PHILOSOPHY OF EDUCATION

The school librarian shall:	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Articulate philosophy and beliefs</i></b>	Articulate a philosophy which is well-formulated, and thoughtfully developed; is based on beliefs and current research about how children learn and develop, and is clearly communicated to others.	<b>Articulate philosophy grounded in beliefs and is based on current research, and can be articulated to others.</b>	Articulate philosophy in a very basic way and not supported by current research.	Philosophy cannot be articulated in any meaningful way.
<b><i>Engage in self-evaluation</i></b>	Continually engage in thoughtful self-evaluation of the effectiveness of the School Library Media Services/Program; demonstrate a broad repertoire of skills; understands the probable success of different approaches; and continually modify practices to be more effective.	<b>Assess the School Library Media Services/Program's effectiveness and the extent to which goals were met; make a few specific suggestions of what may be tried another time; is able to apply Alaska Library Standards to enhance student performance.</b>	Has difficulties assessing the success of the School Library Media Services/Program; is not clear about goals and can make few, if any, suggestions about how to improve.	Does not know if the School Library Media Services/Program is effective; has no suggestions for how the service/program may be improved.
<b><i>Understand and describe how beliefs and practices are tied to current research on effective practices</i></b>	Engage in extensive ongoing reading, research, and professional development on effective practices; articulate clearly and accurately how effective practices are tied to the librarian's philosophy and beliefs, and how these direct the School Library Media Services/Program.	<b>Demonstrate knowledge about the School Library Media Services/Program methodology and library standards; can explain in a general way how beliefs and practices are supported by current research</b>	Displays little knowledge of current School Library Media Services/Program methodology; has difficulty articulating and demonstrating how beliefs are tied to current research.	Is not knowledgeable in School Library Media Services/Program methodology; is unable to describe how beliefs and practices are tied to current research.

# Anchorage School District Librarian Evaluation Rubric

## STANDARD 2:

### A LIBRARIAN APPLIES KNOWLEDGE OF HOW STUDENTS LEARN AND DEVELOP

The school librarian shall:	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Identify and implement the School Library Media Services/Program to the developmental ability of students</i></b>	Demonstrate extensive knowledge of appropriate developmental characteristics of age group; identify the extent to which individual students follow this pattern; easily adjust the School Library Media Services/Program to accommodate the range of developmental needs of students.	<b>Demonstrate an understanding of appropriate developmental characteristics of age group, as well as exceptions to general patterns; display ability to apply learning theory in order to modify the School Library Media Services/Program to meet the identified needs of the group.</b>	Demonstrate some knowledge of developmental characteristics of age group; does not consistently plan and adjust School Library Media Services/Program to accommodate individual needs of students.	Lacks understanding of characteristics of age group; does not effectively demonstrate adjustments in the School Library Media Services/Program to accommodate for the individual developmental needs of students.
<b><i>Demonstrate understanding and application of learning theory</i></b>	Articulate clearly how students acquire new knowledge by building on existing learning; skillfully structure School Library Media/Services Program for students to achieve lifetime learning skills using a library standards-based approach.	<b>Understand the basics of learning theory; designs and implements the School Library Media Services/Program to promote lifetime learning skills using a library standards-based approach.</b>	Is unable to articulate the basics of learning theory; does not continually structure the School Library Media Services/Program to promote lifetime learning skills using a library standards-based approach.	Demonstrates no understanding of learning theory or does not indicate that such knowledge is valuable; does not base School Library Media Services/Program on how students learn using a library standards-based approach.

# Anchorage School District Librarian Evaluation Rubric

## **STANDARD 3: A LIBRARIAN RESPECTS INDIVIDUAL AND CULTURAL DIFFERENCES**

<b>The school librarian shall:</b>	<b>PERFORMANCE LEVELS</b>			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Demonstrate the belief that all students can learn</i></b>	Set high expectations for the learning of all students, including those with special needs; establish and maintain through planning of learning activities, interactions, and the School Library Media Services/Program environment, high standards for teaching and learning.	<b>Provide goals, activities, interactions with students and a library environment which convey high expectations for individual student progress toward meeting academic standards.</b>	Instructional goals, activities, interactions and the library environment convey inconsistent expectations for student achievement.	Demonstrates minimal or low expectations for student achievement; students are not motivated and challenged to succeed.
<b><i>Identify and use library media strategies and resources appropriate to individual student needs</i></b>	Utilize extensive knowledge of student needs and various approaches to teaching and learning; design a wide range of goals that are flexible and challenging for a broad diversity of students; maintain and utilize effective collection development strategies to promote individual and cultural differences.	<b>Demonstrate knowledge of the different ways students learn; design School Library Media Services/Program to challenge the greatest number of students; develop curriculum to accommodate for different learning styles.</b>	Demonstrates limited knowledge of the different ways students learn; inconsistently designs School Library Media Services/Program to challenge the greatest number of students; curriculum does not always accommodate for different learning styles.	Demonstrates no knowledge of the different ways students learn; does not design School Library Media Services/Program to challenge the greatest number of students; curriculum does not provide accommodations for different learning styles.

Standard 3 continued on next page

# Anchorage School District Librarian Evaluation Rubric

## STANDARD 3: A LIBRARIAN RESPECTS INDIVIDUAL AND CULTURAL DIFFERENCES

The school librarian shall:	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Incorporate characteristics of culture into strategies for learning</i></b>	Demonstrate a thorough knowledge of how cultural differences in students may affect their individual learning and social development; place a high value on appreciation of diversity; take advantage of many opportunities to naturally integrate cultural learning into the School Library Media Services/Program.	<b>Demonstrate an understanding of cultural differences; provide opportunities for students to learn about and appreciate each other.</b>	Recognizes, in a limited way, the value of understanding students' interests or cultural heritage; seldom provides opportunities for students to learn about and appreciate each other.	Demonstrate no knowledge of students' interests or cultural heritage; does not indicate that such knowledge is valuable; does not provide opportunities for students to learn about and appreciate each other.
<b><i>Promote positive self-concept in students</i></b>	Demonstrate genuine caring and respect for individual students; instructional practices support fairness and success, as well as a genuine caring for students as individuals.	<b>Demonstrate appropriate, friendly student-librarian interactions which display caring and respect; demonstrate interactions applicable to developmental and cultural norms.</b>	Demonstrate appropriate interactions; however, may reflect occasional inconsistencies, favoritism, or disregard for students as individuals.	Promoting a positive student self-concept is a low priority; teacher interaction with students is often negative, demeaning, sarcastic or inappropriate to the age of the students.

# Librarian Evaluation Rubric

## STANDARD 4: A LIBRARIAN KNOWS THE CONTENT AREA AND HOW TO TEACH IT

The school librarian shall:	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Demonstrate the knowledge of content and Anchorage School District curriculum</i></b>	Demonstrate broad and up-to-date knowledge of district curriculum, performance standards and student content; understand a wide variety of subject area relationships and inquiry tools; learning activities/strategies are appropriate for students; School Library Media Services/Program is based on current professional research.	<b>Demonstrate solid knowledge of curriculum and standards; understand content relationships and inquiry tools; learning activities/strategies are appropriate for students; School Library Media Services/Program is based on current professional research.</b>	Demonstrate a limited knowledge of curriculum and standards; understand some content concepts and inquiry tools; only some learning activities/strategies are appropriate for students; limited portion of the School Library Media Services/Program is based on current professional research.	Demonstrates no understanding of, curriculum and standards; most learning activities/strategies are not appropriate for students; School Library Media Services/Program is not based on current professional research.
<b><i>Demonstrate knowledge of the student content standards for school librarians</i></b>	Demonstrate an extensive knowledge of the Alaska Content Standards for Library/Information Literacy.  *see attachment A	<b>Demonstrate knowledge of the Alaska Content Standards for Library/Information Literacy.</b>  *see attachment A	Demonstrate limited knowledge of the Alaska Content Standards for Library/Information Literacy.  *see attachment A	Demonstrates no knowledge of the Alaska Content Standards for Library/Information Literacy.  *see attachment A

Standard 4 continued on next page

# Anchorage School District Librarian Evaluation Rubric

## STANDARD 4: A LIBRARIAN KNOWS THE CONTENT AREA AND HOW TO TEACH IT

The school librarian shall:	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Establish the relevancy and facilitates the School Library Media Services/Program</i></b>	Clearly demonstrate and articulate how a School Library Media Services/Program relates and applies to curriculum activities, life, work and community; provide resources relevant to Alaska's history, geography, economics, government, languages, traditional life cycles, and current issues which support lifelong learning skills and encourage independent information users.	<b>Establish the relevancy of the School Library Media Services/Program to students by demonstrating it's importance and it's relationship to life, work and community which support lifelong learning skills; instructions/program generally reflects an awareness of Alaska's unique characteristics.</b>	Demonstrate a limited understanding of the School Library Media Services/Program in relation to life, work and community situations; may have difficulty consistently demonstrating the relevance of the Program with regard to lifetime learning skills; instructions/program reflects, in a very limited way, an awareness of Alaska's unique characteristics	Does not demonstrate an understanding of the School Library Media Services/Program in relation to life, work and community; does not establish the relevancy of the School Library Media Services/Program with regard to lifetime learning skills; instructions/program does not reflect an awareness of Alaska's unique characteristics.
<b><i>Use instructional time effectively</i></b>	Instructional plans and non-instructional routines are well organized and clearly communicated to students and staff; routines for duties well established and effective; professional practices provide for optimum use of time; the librarian consistently models effective practices, use proven strategies for maximum student achievement.	<b>Communicate to students and staff instructional plans and non-routines; time is well utilized; the librarian generally models effective practices, using proven strategies for student achievement.</b>	Instructional plans and non-instructional duties may not always be communicated to students and staff; student learning time may be lost while librarian duties are performed; the librarian inconsistently models effective practices, using proven strategies for student achievement.	Instructional plans and non-instructional routines are not communicated to students or staff; there are few or no established routines; time is frequently wasted; instructions are confusing; the librarian does not model effective practices, or use proven strategies for student achievement.

# Anchorage School District Librarian Evaluation Rubric

## STANDARD 5: A LIBRARIAN FACILITATES, MONITORS, AND ASSESSES STUDENT PERFORMANCE

The school librarian shall:	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Facilitate student learning</i></b>	Make extensive and creative use of a variety of educational resources, including available technology, to carry out the Alaska Content Standards for Library/Information Literacy; student learning guides the structure of the School Library Media Services/Program, with district library standards being the primary source for establishing learning goals and facilitating student learning.	<b>Use a wide variety of school library media resources, including available technology to meet the Alaska Content Standards for Library/Information Literacy; provide lessons/strategies that engage most students and facilitate student learning.</b>	Uses some school library media resources and may use available technology on occasion; lesson/strategies are moderately effective in engaging students or facilitating student learning and inconsistently reflect library standards.	Does not use school library media resources or uses them ineffectively; lessons/strategies do not engage students, facilitate learning or do not reflect library standards.
<b><i>Monitor student learning</i></b>	Continually monitor student learning through a wide variety of practices and applications; frequently adjust lessons/strategies to accommodate individual learning styles.	<b>Monitor student learning through observation of practice and application; adjust lessons/strategies when necessary.</b>	Inconsistently monitor student learning through observation of practice and application; occasionally adjusts lessons/strategies when necessary.	Does not monitor student learning through observation of practice and application; does not adjust lessons/strategies when necessary.

Standard 5 continued on next page

# Anchorage School District Librarian Evaluation Rubric

## STANDARD 5: A LIBRARIAN FACILITATES, MONITORS, AND ASSESSES STUDENT PERFORMANCE

The school librarian shall:	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Use assessment as a tool for teaching</i></b>	Consistently assesses student comprehension using a variety of tools; results of assessment, relative to the Alaska Library Content Standards, are the basis for planning and are used before instruction begins to build student understanding of what they should know and be able to do; use assessment techniques appropriate to goals; involve students in setting goals; and provide students opportunities to measure their achievement in relationship to the Alaska Library Content Standards.	<b>Regularly assess student comprehension using a variety of tools (e.g. observations, guided practice, independent practice, discussion, etc.); results of assessment, relative to the Alaska Library Content Standards, are the basis to build student understanding of what they should know and be able to do.</b>	Infrequently use limited methods of assessing student comprehension; or infrequently apply the results of assessments as the basis of planning; assessment information is used infrequently before instruction begins to build student understanding of what they should know and be able to do.	Does not assess student comprehension; or does not apply the results of the assessment for the basis of planning; assessment information is not used before instruction to build student understanding of what they should know and be able to do.
<b><i>Keeps parents and students informed of student progress</i></b>	Delete from rubric?			



# Anchorage School District Librarian Evaluation Rubric

## STANDARD 6: A LIBRARIAN CREATES AND MAINTAINS A LEARNING ENVIRONMENT FOR STUDENT ENGAGEMENT AND CONTRIBUTION

The school librarian shall:	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Create an optimum learning environment</i></b>	Foster and create, through collaboration with students, a stimulating, inclusive, and safe learning environment that maximizes potential for equal learning opportunities for each student.	<b>Foster and create a stimulating, inclusive, safe, and equitable learning environment.</b>	Maintains a safe learning environment but it may not foster inclusiveness or enthusiasm for subject or learning.	Does not provide a safe learning environment, conducive to learning.
<b><i>Establish high expectations for students</i></b>	Establish high expectations that are communicated clearly to students and parents; effectively and consistently demonstrate that district and state library content standards establish the basis for the library and learning.	<b>Establish high expectations that are communicated to students and parents; most students are consistently engaged at differentiated levels in order to meet library content standards.</b>	Establishes minimal expectations that are infrequently communicated to students and parents; few students are engaged in meeting library content standards.	No expectations for students are observed or expectations are not clearly communicated to student and parents. Students are not engaged in meeting library content standards.

Standard 6 continued on next page

# Anchorage School District Librarian Evaluation Rubric

## STANDARD 6: A LIBRARIAN CREATES AND MAINTAINS A LEARNING ENVIRONMENT FOR STUDENT ENGAGEMENT AND CONTRIBUTION

The school librarian shall:	PERFORMANCE LEVELS			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Utilize strategies that promote learning</i></b>	Demonstrate, through application, an extensive knowledge of a variety of strategies to maximize learning for all students, regardless of abilities; provide strategies which consistently promote student achievement within the Library Content Standards, and include directed discussions and consistently high quality questions that lead to thoughtful synthesis, analysis and student generated questions. Cooperative learning is also among the techniques used to foster student engagement and learning.	<b>Demonstrate, through application, varied strategies which provide learning opportunities for all students; utilize strategies which provide opportunities for student achievement within the Library Content Standards. Strategies for student participation include discussions, questioning and promote cooperative learning techniques.</b>	A limited number of effective strategies are used; some students' needs are not met. Minimal opportunities for student participation are provided and strategies infrequently involve Library Content Standards.	No effective strategies are used; no students' needs are met. Opportunities for student participation are not provided and strategies do not address Library Content Standards.
<b><i>Demonstrate effective behavior management skills</i></b>	Set appropriate expectations for behavior in the library, which may be developed collaboratively, and are in compliance with district standards; expectations and procedures are clearly explained to students and parents; management techniques provide consistent, fair and appropriate response to student behavior, are flexible, and foster respect and responsibility on the part of individual students. The librarian demonstrates mobility in the library in order to monitor student behavior.	<b>Plan and use a variety of behavior management techniques that assist students in developing respect for others and individual responsibility for learning; management techniques provide for consistent, fair and appropriate response to student behavior; understands District and school rules and discipline procedures. The librarian demonstrates mobility in the library in order to monitor student behavior.</b>	Uses management techniques that do not consistently assist students in developing individual responsibility for learning and behavior; understands District and school discipline procedures but response to student behavior is inconsistent or inappropriate. The librarian demonstrates little use of proximity in each class in order to monitor student behavior.	Behavior management does not encourage student responsibility; may not reflect District and school discipline procedures; response to student behavior is inconsistent or negative and counterproductive. The librarian rarely moves physically to monitor student behavior.

**STANDARD 7:  
A LIBRARIAN WORKS AS A PARTNER WITH PARENTS, FAMILIES AND  
WITH THE COMMUNITY**

<b>The school librarian shall:</b>	<b>PERFORMANCE LEVELS</b>			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Promote partnerships and maintain necessary communication</i></b>	Provide regular information to parents about the School Library Media Services/Program; parental concerns are handled promptly and with sensitivity and professionalism.	<b>Provide necessary information about the School Library Media Services/Program to parents/families; is available as needed to respond to parental concerns.</b>	Provide little information about the School Library Media Services/Program to parents/families; parental concerns are only partially addressed, with little or no follow up.	Provide no information about the School Library Media Services/Program; does not respond or responds negatively or inappropriately to parental concerns.
<b><i>Connect the School Library Media Services/Program with parents, family and the community</i></b>	Make efforts to connect families and communities to the School Library Media Services/Program are broad and frequent- e.g. newsletters, Battle of the Books, website, phone calls, library volunteer program, etc...; information regarding library standards is clearly and regularly communicated to students and parents/families.	<b>Make efforts to connect families and communities to the School Library Media Services/Program; information regarding library standards is communicated to students, parents/ families.</b>	Makes minimal attempts to connect families and communities to the School Library Media Services/Program; makes little effort to communicate information regarding library standards to students, parents and families.	Makes no attempt to connect families and communities to the School Library Media Services/Program or such attempts are inappropriate; no information is shared with students or parents/families regarding the library standards.

**STANDARD 8:  
A LIBRARIAN PARTICIPATES AND CONTRIBUTES TO THE  
EDUCATION PROFESSION**

<b>The school librarian shall:</b>	<b>PERFORMANCE LEVELS</b>			
	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Professional Support Needed</b>	<b>Plan for Improvement Required</b>
<b><i>Maintain accurate data and appropriate oral and written communication.</i></b>	Maintain a system of information on students, lesson plans, where appropriate, and other data that is well planned, current and useful; oral and written communication is correct and professional in all areas.	<b>Maintain a system of information on students, lesson plans where appropriate, and other data that is effective; oral and written communication is professional.</b>	System for maintaining student information, lesson plans where appropriate, and other data are rudimentary and only partially effective; errors are evident in written and oral communication.	No system of record keeping, lesson plans where appropriate, or other data is evident or the system is in disarray; significant problems are evident in written or oral communication.
<b><i>Enhance the District curriculum content</i></b>	Develop and manage a collection of resources that supports and enhances District curriculum; is aware of and continually makes decisions for the School Library Media Services/Program based on District curriculum; participate in ongoing re-evaluation of resources/services in order to keep up with changing curriculum content.	<b>Develop and manage a collection of resources that support and enhance District curriculum; make decisions for the School Library Media Services/Program which support District curriculum.</b>	Development and management of the collection of resources inconsistently adheres to District curriculum. Decisions made for the School Library Media Services/Program do not consistently support District curriculum.	Development and management of the collection of resources does not support District curriculum. Decisions made for the School Library Media Services/Program do not support District curriculum.

Standard 8 continued on next page

**STANDARD 8:  
A LIBRARIAN PARTICIPATES IN AND CONTRIBUTES TO THE  
EDUCATION PROFESSION**

<b>The school librarian shall:</b>	<b>PERFORMANCE LEVELS</b>			
	Exceeds Standard	Meets Standard	Professional Support Needed	Plan for Improvement Required
<b><i>Display individual professional responsibility and decorum</i></b>	Demonstrate leadership role in school, team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards; exhibit high ethical standards of decorum.	<b>Participate in school team and department decision making with an open mind; is receptive to suggestions; model professional decorum.</b>	Decisions are based on limited considerations; exhibits minimal deference to professional decorum.	Decisions based on self-serving interests and are not open to suggestions; decorum is below acceptable standards.
<b><i>Participate in non-instructional duties</i></b>	Participate in school and district routines and duties, making a substantial contribution; assume leadership roles in some aspects of district or school life.	<b>Participate in school and district duties and routines.</b>	Participate in routines and events inconsistently or only when specifically asked; minimal support for school and district is demonstrated.	Avoid becoming involved in school and district routines and duties; limited or no support for school or district is demonstrated.
<b><i>Establish and maintain relationships with colleagues</i></b>	Display and foster supportive and cooperative interactions among colleagues; demonstrate initiative among staff.	<b>Display and foster supportive and cooperative interactions among colleagues.</b>	Maintain limited or selective supportive relationships with colleagues; may demonstrate negative relationships with colleagues.	Maintain negative or self-serving relationships with colleagues.