

# Adaptation of CCT Rubric -- for Library Media Specialists

*Key Instructional Competencies and Organization of the Rubric:*

<b>CCT Rubric for Effective Teaching</b>		<b>Observed</b>
<b>Domain 1</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<i>In-class observation when specialist is modeling a lesson or co-teaching.</i>
<b>Domain 2</b>	<b>Planning for Active Learning</b>	<i>Non-classroom observations/reviews of practice.</i>
<b>Domain 3</b>	<b>Instruction for Active Learning</b>	<i>In-class observation when specialist is modeling a lesson or co-teaching.</i>
<b>Domain 4</b>	<b>Professional Responsibilities and Leadership</b>	<i>Non-classroom observations/reviews of practice.</i>

## 1: Classroom Environment, Student Engagement and Commitment to Learning

*Specialists promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:*

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
<b>1a. Creating a positive learning environment and physical space that is responsive to and respectful of the learning needs<sup>2</sup> of all students and addresses safety, traffic flow, self-directed use, functions and flexibility.</b>				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
<b>Attributes evident when modeling lessons, co-teaching, or managing routines and patron interaction/use.</b>				
<ul style="list-style-type: none"> <li>Rapport and positive social interactions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating negative interactions or lack of interactions between specialist and students and teachers</li> <li>Demonstrating disrespect toward learning needs of teachers whereby teachers are reluctant to request assistance for fear of seeming deficient</li> </ul>	<ul style="list-style-type: none"> <li>Establishing rapport and positive interaction with some but not all students and teachers</li> <li>Establishing a cordial and trusting learning environment that is respectful and supportive of all teachers</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining rapport and positive interactions with students and teachers promoting expectations that they are respectful of one another.</li> <li>Maintaining a learning environment that is trusting, respectful and supportive.</li> </ul>	<i>In addition to the characteristics of Accomplished:</i> <ul style="list-style-type: none"> <li>Involving learners in promoting a respectful learning environment</li> <li>Relationships are highly trusting supportive and respectful with many contacts for assistance initiated by teachers.</li> </ul>
<ul style="list-style-type: none"> <li>Respect for student diversity<sup>3</sup></li> </ul>	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
<ul style="list-style-type: none"> <li>Organizing physical space</li> </ul> <p>Safety, Traffic flow, Self-directed use, Consideration of functions, Flexibility</p>	The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.	The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other	The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not	The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions
<ul style="list-style-type: none"> <li>High expectations for student learning</li> </ul>	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning and communicates these expectations to teachers.

<sup>2</sup>**Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

<sup>3</sup>**Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

## 1: Classroom Environment, Student Engagement and Commitment to Learning

*Specialists promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:*

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
<p><b>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</b></p>				<p><i>In addition to the characteristics of accomplished including one or more of the following when teaching a classroom lesson:</i></p>
<p><b>Attributes</b></p>				
<ul style="list-style-type: none"> <li>• Communicating, reinforcing, and maintaining appropriate standards of behavior</li> </ul>	<p>Demonstrates little or no evidence of knowing school rules</p>	<p>Identifies school rules for students.</p>	<p>Supports school rules.</p>	<p>Student behavior is completely appropriate. <b>OR</b> Specialist seamlessly responds to misbehavior.</p>
<ul style="list-style-type: none"> <li>• Promoting social competence<sup>4</sup> and responsible behavior</li> </ul>	<p>Provides little to no instruction for students to develop social skills and responsible behavior.</p>	<p>Inconsistently reinforces social skills.</p>	<p>When necessary, positively reinforces social skills and builds students' capacity to self-regulate and take responsibility for their actions.</p>	<p>Students take an active role in maintaining high standards of behaviors. <b>OR</b> Students are encouraged to independently use proactive strategies<sup>5</sup> and social skills and take responsibility for their actions.</p>

<sup>4</sup>**Social competence:** exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

<sup>5</sup>**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

## 1: Classroom Environment, Student Engagement and Commitment to Learning

Specialists promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
<b>1c. Maximizing instructional time by effectively managing responsibilities and library procedures.<sup>6</sup></b>				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Time management of responsibilities within the restraints of the schedule.</li> </ul>	Loss of significant time due to ineffective time management leading to limited opportunities for teachers to gain instructional support.	Some ineffective planning or time management for teachers to receive support.	Maximizing time by establishing and effectively managing procedures for teachers to gain access to instructional support.	Procedures to access instructional support are clear to all teachers and have been developed collaboratively.
Managing Library Procedures Circulation procedures Scheduling procedures	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school librarian	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school librarian.

<sup>6</sup>Routines are non-instructional organizational activities such as making schedules, distributing materials in preparation for instruction, communicating via email, visiting classrooms.

## 2: Planning for Active Learning

The Library Media Specialist plans instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world around them by

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
2a. Planning of instructional content that is aligned with standards, builds on student's prior knowledge, and provides for appropriate level of challenge for all students.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
<ul style="list-style-type: none"> <li>Content of lesson is aligned with standards</li> </ul>	Plans curriculum misaligned with or not addressing the <b>Connecticut Core Standards or AASL Standards.</b>	Plans curriculum that partially addresses <b>Connecticut Core Standards or AASL Standards..</b>	Plans curriculum that directly addresses <b>Connecticut Core Standards or AASL Standards..</b>	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<ul style="list-style-type: none"> <li>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</li> </ul>	Does not appropriately sequence lesson.	Partially aligns content of the lesson within the sequence of lessons and inconsistently supports an <b>appropriate level of challenge</b>	Aligns content of the lesson within the sequence of lessons and supports an <b>appropriate level of challenge.</b>	Plans to challenges students to extend their learning and make interdisciplinary connections.
<ul style="list-style-type: none"> <li>Use of formative assessment to determine students' prior knowledge and differentiate based on student learning needs.</li> </ul>	Uses general curriculum goals to plan common instruction and learning tasks without consideration of formative assessment or different learning needs.	Uses appropriate whole class formative assessment to plan instruction, with limited attention to prior knowledge and/or skills of individual students.	Uses appropriate, whole-class formative assessment to differentiate instruction for students.	Plans for students to self-assess what they already know and determine what they need to learn and how they are going to learn it.
<ul style="list-style-type: none"> <li>Literacy strategies<sup>10</sup></li> </ul>	Plans instruction that includes few opportunities for students to develop an interest in learning to read for pleasure .	Plans instruction that includes some opportunities for students to develop an interest in reading for pleasure.	Plans instruction that promotes opportunities for students to read books from different genres for reading for pleasure.	Has extensive knowledge about literature and resources to find reading material that supports student's personal reading interests.

<sup>7</sup>**Level of Challenge** – the range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy**, provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** – aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

<sup>8</sup>**Lesson Plan** – a purposeful planned learning experience.

<sup>9</sup>**Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

<sup>10</sup>**Literacy through the content areas:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

## 2: Planning for Active Learning

The Library Media Specialist plans instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world around them by

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
<b>2b. Planning curriculum to cognitively engage students in the content.</b>				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
<b>Attributes when presenting a lesson</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions are selected to cognitively engage students</li> </ul>	Plans instruction that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional <b>strategies, tasks and questions</b> that provide some opportunities for students' cognitive engagement.	Plans instructional <b>strategies, tasks and questions</b> that promote student cognitive engagement <b>through problem-solving, critical or creative thinking, discourse<sup>11</sup> or inquiry-based learning<sup>12</sup> and application to other situations.</b>	Plans to release responsibility to the students to apply and/or extend learning beyond the library.
<ul style="list-style-type: none"> <li>Instructional resources<sup>13</sup> and flexible groupings<sup>14</sup> are selected to support engagement and new learning</li> </ul>	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally <b>engage students cognitively and minimally support new learning.</b>	Selects or designs resources and/or flexible groupings that cognitively engage students in <b>real world, global and/or career connections</b> that support new learning.	Selects or designs resources for <b>interdisciplinary connections that cognitively engage students and extend new learning.</b>

<sup>11</sup>**Discourse:** is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

<sup>12</sup>**Inquiry-based learning:** occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

<sup>13</sup>**Instructional resources:** includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

<sup>14</sup>**Flexible Groupings:** groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

## 2: Planning for Active Learning

The Library Media Specialist plans instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world around them by

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
2c. Selecting appropriate assessment strategies to monitor student progress.				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
<b>Attributes when presenting a lesson</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	Does not plan criteria for student success and/or does not plan opportunities for students to self-assess	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning</li> </ul>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

<sup>15</sup> **Assessment strategies** are used to evaluate student learning during and after instruction.

- Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
- Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

### 3: Instruction for Active Learning

LMS implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
<b>3a. Implementing instructional content<sup>16</sup> for learning.</b>				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
<b>Attributes when presenting a lesson.</b>				
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to teachers and sets a specific purpose for instruction and helps students to see how the learning is aligned with <b>Connecticut Standards</b>	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
<ul style="list-style-type: none"> <li>Information access or content area access</li> </ul>	LMS is not able to recommend or guide students to appropriate engaging resources.	MS sometimes recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding.	LMS usually recommends or guides students to resources that link well with content learning goals, students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding.	LMS recommends or guides students to resources that link well with the content learning goals, students' prior knowledge, and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding.
<ul style="list-style-type: none"> <li>Content progression and level of challenge</li> </ul>	Presents content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Clearly presents content in a logical and purposeful progression and at an appropriate level of challenge to advance learning for all students.	Challenges to extend student learning beyond the lesson expectations and make cross-curricular connections
<ul style="list-style-type: none"> <li>Using questioning and research techniques</li> </ul>	<b>Presents information with few opportunities for students to engage in literacy or answer questions.</b>	<b>Guides students to develop literacy skills and think about their research topic</b>	<b>Uses open-ended and probing questions to guide student inquiry and to help students think critically as they formulate questions about their research topic.</b>	<b>Uses open-ended and probing questions to guide student inquiry and to help students think critically as they formulate pertinent questions about their research and extend their learning.</b>

<sup>16</sup>**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

<sup>17</sup>**Literacy:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.



### 3: Instruction for Active Learning

LMS implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
3b. - Leading students to construct meaning and apply new learning in the classroom and in the library through the use of a variety of differentiated and evidence-based learning strategies.				<i>In addition to characteristics of accomplished including one or more of the following:</i>
<b>Attributes when presenting a lesson.</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions</li> </ul>	Includes tasks that do not lead students to construct new and meaningful learning and <b>that focus primarily on low cognitive demand or recall of information.</b>	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <b>low cognitive demand and/or recall of information</b> with some opportunities for <b>problem-solving, critical thinking and/or purposeful discourse or inquiry.</b>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <b>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</b> At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to <b>work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.</b>
Instructional resources <sup>18</sup> and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of <b>new learning to make interdisciplinary, real world, career or global connections.</b>	<b>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</b>
<ul style="list-style-type: none"> <li>Student responsibility and independence</li> </ul>	Models instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Models instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Models instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Models instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects CT Core Standards connections.

<sup>18</sup>**Instructional resources** — includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

### 3: Instruction for Active Learning

LMS implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
<b>3c. Assessing student learning, providing feedback to students and adjusting instruction.</b>				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
<b>Attributes when observing, modeling or co-teaching a lesson</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning and teacher instruction</li> </ul>	Assesses with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
<ul style="list-style-type: none"> <li>Feedback<sup>19</sup> to students and/or teachers</li> </ul>	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students or teachers advance their learning.	Encourages peer feedback and collaboration that is specific and focuses on advancing student learning.
<ul style="list-style-type: none"> <li>Instructional adjustment<sup>20</sup></li> </ul>	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance. Makes modest changes in the library media program when confronted with the evidence for the need for change	Adjusts instruction as necessary in response to individual and group performance. Makes revisions to the library media program on an ongoing basis	Students identify ways to adjust instruction that will be effective for them as individuals and result in quality work. Continually seeks ways to improve the library media program and makes changes as needed in response to students, parents, or teachers.

<sup>19</sup>**Feedback:** effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

<sup>20</sup>**Instructional adjustment:** based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

#### 4: Professional Responsibilities and Teacher Leadership

*Specialists maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:*

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
<b>4a. Engaging in continuous professional learning to impact library services and student learning.</b>				<i>In addition to the characteristics of accomplished including one or more of the following:</i>
<b>Attributes as a LMS</b>				
<ul style="list-style-type: none"> <li>Self-evaluation and reflection and impact on student learning</li> </ul>	Insufficiently reflects on/analyzes library services/program, instructional practice, and impact on student learning.	Self-evaluates and reflects on library services/program, instructional practice, and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice library services/program, instructional practice, and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve library services/program, instructional practice, and address learning, school and professional needs.
<ul style="list-style-type: none"> <li>Response to feedback</li> </ul>	Unwillingly accepts supervisor feedback and recommendations for improving library services/program and instructional practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts feedback and makes changes in library services/program and instructional practice based on feedback.	Proactively seeks feedback in order to improve library services/program and a range of professional practices .
<ul style="list-style-type: none"> <li>Professional learning</li> </ul>	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

#### 4: Professional Responsibilities and Teacher Leadership

*Specialists maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:*

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
<b>4b. Collaborating to develop and sustain a professional learning environment to in the library media center and the classroom.</b>				<i>In addition to characteristics of accomplished including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> </ul>	Participates in required activities to review data but does not use data to adjust instructional practices or the library services program.	Participates minimally with colleagues to analyze data and uses results to make minor adjusts to school instructional practices or the library services program.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction or the library services program.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning, instructional practices and the library services program that support professional growth and student learning.
<ul style="list-style-type: none"> <li>• Contribution to professional learning environment</li> </ul>	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
<ul style="list-style-type: none"> <li>• Ethical use of technology</li> </ul>	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

#### 4: Professional Responsibilities and Teacher Leadership

*Specialists maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:*

INDICATORS	Below Standard	Developing	Accomplished	Distinguished
<b>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</b>				<i>In addition to characteristics of accomplished including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Positive school climate</li> </ul>	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
<ul style="list-style-type: none"> <li>Family and community engagement</li> </ul>	Limited communication with families and the community about library events, programs and policies.	Communicates with families and the learning community about library events, programs, and policies through required reports and conferences	Communicates frequently and proactively with families and the learning community about library events, programs, and policies; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning in the specialist's content area; seeks input from families and the community to support student growth and development.
<ul style="list-style-type: none"> <li>Culturally responsive<sup>21</sup> communications</li> </ul>	Sometimes demonstrates lack of respect for cultural differences when communicating with students, teachers and families <b>OR</b> demonstrates bias and/or negativity.	Generally communicates with teachers, families and the community in a culturally respectful manner.	Consistently communicates with teachers, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with teachers and families and the community.

<sup>21</sup>**Culturally responsive** – using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences

