

**Adams12 Five Star Schools  
Teacher-Librarian Evaluation Rubric**

Draft Oct. 2010

|   | A   | B  | C   | D   |
|---|---|--|---|---|
| 1 | <b>Indicator</b>  | <b>Distinguished</b>   | <b>Effective</b>  | <b>Emerging</b>   |
| 2 | <b>I. Planning:</b> Criterion A. Plans, organizes, and executes responsibilities (collection development)             | Develops print and online collection that is expansive, up-to-date, and weeded. Collection correlates to curricular and personal needs of students. Materials available in various formats. New materials are ordered with regularity. Inventory done annually | Develops print collection that is up-to-date and weeded with few online resources. Collection meets minimum curriculum needs. New materials are ordered at least three times annually. Inventory done sporadically. | Fails to develop a collection that is up-to-date and collection does not correlate to curricular or personal needs of students. Collection is not weeded regularly. New materials are ordered twice or fewer times annually. No evidence of inventory being done. |
| 3 | <b>1. Planning and Organization</b> Criterion A. Designs and manages an annual budget. (budget)                       | Keeps accurate and timely records of all budget expenditures. Purchases are based on assessed needs.   | Keeps simple records of all budget expenditures. All purchases are do not correlate to building needs.  | Records of budget expenditures are very simple or non-existent. Purchases are done with little research on building needs.  |
| 4 | <b>I. Planning and Organization</b> Criterion A. Coordinates the retrieval of media resources. (patron notifications) | Keeps accurate and timely records of all overdue materials and fines & fees collected and deposited. Notifies students of overdue materials on a routine basis.  | Keeps records of all overdue materials and fines & fees collected and deposited, but records are not thorough. Notifies students of overdue materials on an irregular basis.  | Records of fines & fees collected and deposited are very simple or non-existent. Students are rarely notified of their overdue materials.   |

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| 5 | <b>I. Planning and Organization:</b> Criterion A. Plans, organizes, and executes responsibilities (advocacy)   | Consistently prepares and submits informational reports to students, staff, administrators, and/or parents to inform and educate them about library activities, events, resources. Reports are engaging and widely disseminated. | Occasionally prepares and submits informational reports to students, staff, administrators, and/or parents to inform and educate them about library activities, events, resources. Reports are not widely disseminated. | Does not prepare reports or updates for constituents to educate them about library activities, events, resources during the school year.  |
| 6 | <b>I.Planning and Organization:</b> Criterion C. Collaboratively plans and organizes instruction consistent with district curriculum (plan aligns with school goals) | Creates library annual plan that is integrated and aligned with School Improvement Plan. Library plan is thorough and submitted to administrator and district coordinator annually.  | Creates library annual plan which is somewhat aligned with School Improvement Plan. Plan is available, but not submitted annually to anyone   | Fails to create a library annual plan. Library goals, if any, are not consistent with School Improvement Plan.  |
| 7 | <b>II. Instruction:</b> Criterion A. Uses a variety of teaching methods appropriate to diverse learners (orientation)  | Orients classes of students annually to the library and its services, including use of online resources. Consistently teaches individuals to be self-sufficient users of the library and its resources.                          | May not formally orient classes of students, but consistently teaches individuals to be self-sufficient users of the library and its resources, including use of online resources                                       | Does not provide library orientation with any consistency. Users lack skills and must continually ask for assistance in locating library resources. Online resources are not available. |

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| 8  | <p><b>II. Instruction:</b> Criterion A.<br/>Uses a variety of teaching methods appropriate to diverse learners<br/>(uses online applications)</p> | <p>Promotes integration of new technologies into the instructional process to enhance student learning and engagement. Consistently displays knowledge of online applications and remains current with emerging technologies.</p> | <p>Recognizes use of technology in enhancing instruction, engagement, and student learning. Continually strives to become more tech-savvy and to incorporate online resources and applications into lesson plans.</p> | <p>Makes little or no effort to use online resources or online applications to enhance student learning and engagement.</p> |
| 9  | <p><b>II. Instruction:</b> Criterion C.<br/>Selects, adapts, and uses a variety of instructional resources<br/>(effective lesson design)</p>      | <p>Consistently incorporates and refines elements of effective lesson design, including stated learning goal, guided and independent practice, differentiation, closure, and assessment.</p>                                      | <p>Occasionally incorporates and refines elements of effective lesson design, including stated learning goal, guided and independent practice, differentiation, closure, and assessment.</p>                          | <p>Lesson plans are simple or non-existent. Lessons are not consistently delivered and lesson goals are not clear.</p>      |
| 10 | <p><b>II. Instruction:</b> Criterion C.<br/>Selects, adapts, and uses a variety of instructional resources<br/>(special events)</p>               | <p>Extends learning opportunities for students and staff through a variety of special programs, such as author visit, writing workshop, poetry event, and clubs.</p>  | <p>Extends learning opportunities for students and staff through at least one library event annually</p>  | <p>does not extend learning opportunities for students and staff beyond the library walls.</p>                              |

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| 11 | <p><b>II. Instruction:</b> Criterion D. Maintains appropriate classroom management (academic atmosphere)</p>   | <p>Collaborates with students and staff to establish and maintain positive standards, procedures, and routines for appropriate behavior. Academic atmosphere is obvious.</p>   | <p>Establishes positive standards, procedures, and routines for appropriate behavior. Usually an academic atmosphere is maintained.</p>   | <p>Does not establish standards, procedures, and routines for behavior. An academic atmosphere is not evident.</p>   |
| 12 | <p><b>II. Instruction.</b> Criterion F. Creates a climate based on...respect for individual. (library central to success)</p>                        | <p>Creates a library climate that is welcoming and inviting. Students are provided with many opportunities to feel successful. Building students and staff view the library as a central part of the school and their success.</p> | <p>Creates a library climate that is polite and respectful. Staff and students feel comfortable in the library but do not see it as central to their success.</p>   | <p>Creates a library climate that is unwelcoming and/or controlling. Staff and students do not often use the library itself and do not see its relevance to their success.</p>       |
| 13 | <p><b>III. Professional Growth:</b> Criterion A. Collaborates to fulfill responsibilities related to building and district goals (annual report)</p> | <p>Compiles an annual report for the district and the building which thoroughly documents library goals, events, successes, collaborations, statistics and other required criteria.</p>  | <p>Compiles an annual report which does not thoroughly comply with district required criteria.</p>  | <p>Fails to compile an annual report.</p>  |
| 14 | <p><b>III. Professional Growth</b> Criterion B. Participates in professional growth opportunities (continuously learning)</p>                        | <p>Seeks out professional learning opportunities for self annually. Initiates and develops learning opportunities for peers. Freely shares expertise with colleagues and is connected to larger library community.</p>             | <p>Seeks out professional learning opportunities for self less than annually. Occasionally shares expertise with colleagues and is not well-connected to larger library community and current research.</p> | <p>Does not engage in professional learning opportunities. Does not engage in sharing expertise with peers. Is not connected with larger library community and current research.</p> |

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| 15 | <p><b>IV. Professional Relationships</b> Criterion B.<br/>Fosters a professional relationship with staff members (collegiality)</p> | <p>Supports school staff by being knowledgeable and providing skills in many curricular areas, in use of technology, and in access to information. Librarian is a respected colleague.</p> | <p>Supports school staff with knowledge and skills in a limited way. Librarian is respected by most staff members but is not sought-after for his/her expertise.</p> | <p>Does not support school staff regularly and is not viewed as a valuable colleague by most staff members.</p> |