NEE
Network for Educator Effectiveness
College of Education
University of Missouri

Library Media Specialist Scoring Rubric

AASL Standard 1: Teaching for Learning
MSSL Standards 1: Instructional Quality; 2: Literacy Programming; 3: Information Access; 6: Technology

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Indicator 1.1 – Builds collaborative partnerships. (MSSL Indicator 1.2)
0 – No evidence of collaboration with teachers and other educators, the community, or administrators.
2 – Some evidence of moderate collaboration with teachers and other educators. There is occasional collaboration, but no systematic approach to provide teachers with instructional resources for information literacy and technology proficiencies.
4 – Strong evidence of ongoing, systematic collaboration with teachers and other educators. Provides robust learning supports in all classrooms with significant integration with content and instruction. Supports teachers in creating a literacy-rich learning environment in their classrooms with strong support for student engagement in ILTP. May collaborate with parents and members of the community. May work with adiministrators to actively promote collaboration.

Indicator 1.2 – Promotes reading. (MSSL Indicator 2.1 & 2.4)
0 – Does not create an environment that encourages student literacy growth.
2 – Creates an environment that encourages some students to engage in literacy for understanding and enjoyment, but not all students (e.g., those struggling with literacy). Uses strategies with moderate success (e.g., providing attractive choice, exposure to authors, read alouds).
4 – Creates an environment that strongly increases almost all students' desire to engage in literacy activities for various reasons. Develops and organizes literacy projects and events that promote independent use of print and electronic resources.

Indicator 1.3 – Provides instruction that addresses multiple literacies – including technology (MSSL Indicator 3.2 & 6.3)
0 – Does not provide an information literacy program. No clear evidence that LMS knows how to support information literacy skill instruction for preK-12 students. Uses little or no technology tools to facilitate student learning. Technology skills are limited to basic computing tasks.
2 – Some evidence of support for information literacy skills program. Provides some literacy skill (including technology) instruction for some students or groups.
4 – Strong evidence of an information literacy skill-rich, critical thinking environment across grades for the school community. Clearly integrates state-of-the-art and emerging technologies in the literacy skills program.

Standard 1.4 – Use effective practices to teach inquiry and the information search process (MSSL Indicator 1.1)
0 – Does not use research-based strategies that optimize student literacy development. Does not use appropriate and varied literacy strategies. Exhibits neither understanding nor application of the foundations of learner development relevant to literacy processes and components.
2 – Provides some research-based instructional strategies -- including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections -- for readers and writers but instruction is not the most appropriate literacy-related strategy to use for maximum student learning. Exhibits some understanding but limited application of the foundations of learner development relevant to literacy processes and components.
4 – Consistently uses research-based strategies* that optimize student literacy development. Provides appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. Exhibits deep understanding and strong application of the foundations of learner development relevant to literacy processes and components.

*Use of prior literacy knowledge; poses questions appropriate to the task; promote critical thinking through activities that require application, analysis, evaluation and creativity; provide feedback and revision opportunities; use authentic examples; provide active and interactive lessons.

Standard 1.4 b– Addresses diversity, equity, and inclusiveness in literacy lessons and programs
(MSSL Indicator 2.3 & 3.3)

0 –There are no systemic routines or processes to ensure the LMC services are provided in a fair and equitable manner to all students and staff. No evidence of understanding or valuing diversity or the role of diversity* in literacy development.
2 – Some strategies in place to ensure fair practices in accessing LMC services are in place. LMC collection (or recommendations) indicates some understanding of how diversity influences literacy of students. Regularly provides appropriate instruction for readers and writers but may not be a varied/differentiated to address struggling students.
4 – Strong evidence of systematic differentiation in instruction and materials. Implements LMC policies to ensure equity in accessing resouces. Draws connections between home and community/school literacy and provides traditional print, digital, and online resources that capitalize on diversity.

Indicator 1.5– Assessment in teaching for learning   (MSSL Indicator 1.1 & 1.3)

0 – Does not use appropriate assessments in the evaluation of student learning.
2 – Uses appropriate assessments occasionally, but not systematically to measure individual and class achievement.
4 – Regularly assesses the impact of instruction on student achievement to ensure the program is meeting its goals. Assessments include summative and formative components. Assessments are varied and of high-quality.

AASL Standard 2: Building the Learning Environment
MSSL Standards 2: Literacy Programming; 4: Leadership 5: Managing the Program; 6: Technology; 7: Professional Growth

Indicator 2.1 – Planning and evaluating   (MSSL Indicator 5.1)
 (Evidence related to this indicator can be found on Core Data [Screen 7])

0 – Has no understanding of the purposes for strategic planning, program evaluation, and program reporting outcomes. LMC or school/district-related planning documents are not effectively used. LMC-related data is minimally gathered and little is done with the data findings. Does not meet reporting requirements.
2 – Has an understanding of the purposes for strategic planning, program evaluation, and program reporting outcomes. LMC or school/district-related planning documents may not be effectively used. LMC-related data is gathered and the data analysis findings are reported. Meets reporting requirements.
4 – Actively participates in school and/or district strategic planning and program evaluation processes. Regularly uses strategic plan documents, and conducts program evaluation on a regular basis, and reports the outcomes to stakeholders. LMC data is regularly gathered, analyzed and effectively reported. Continuously uses LMC data to promote the LMC program/services in strategic plan documents at the school/district level. Conducts effective program evaluations on a regular basis to seek methods of program improvement.. Provides reports of the LMC evaluation outcomes to stakeholders and seeks their feedback.

Indicator 2.2 & 2.4 – Staffing and Budget   (MSSL Indicator 5.3)
Evidence related to this indicator can be found on Core data [Screen 7]

0 – Mismanages the fiscal and personnel resources under LMS authority. Some LMC-collected data is available.
2 – Adequately manages the fiscal and personnel resources under LMS authority. Volunteer/aides are not used fully effectively; some, but not all, staff are aware of their roles and responsibilities. LMC-collected data is sometimes used to drive fiscal decisions.
4 – Manages fiscal and personnel resources under LMS authority well. Volunteer/aides are used highly effectively; staff are fully aware of their roles and responsibilities. Creates an environment of mutual respect and collaboration in which all staff members work toward the common goal of student learning. LMC-collected annual data is complete and provides valuable information to guide LMC development. Maximizes the LMC resources given the budget.

| **Indicator 2.3 – Learning space and technology access** | (MSSL Indicator 5.3 & 6.1) |
| **(Evidence related to this indicator can be found on Core data [Screen 7])** | |

0 – Mismanages the physical resources under LMS authority. Makes no effort to provide equitable access for all students and staff to use available technology and technology-related resources. LMC schedules are not properly arranged to allow access to resources.
2 – Adequately manages the physical resources under LMS authority. The physical space is adequate. Provides adequate access for all students and staff to use available technology and technology-related resources. Required LMC-collected data is complete, but data useful in guiding future acquisitions of resources is not collected.
4 – Manages the physical resources under LMS authority well. The physical space is inviting and well-organized. Technology is readily accessible. The hours in which users can access resources has been optimzied. LMC schedules are properly arranged to allow equitable access for all students and staff to technology and resources. LMC-collected annual data is complete and provides valuable information that guide planning.

Indicator 2.5 – Policies and procedures	(MSSL Indicator 2.5, 5.4 & 5.5)

0 – Does not adhere to local board of education (BOE) policy. Does not demonstrate ethical behavior in terms of copyright, intellectual property, and fair use of materials.
2 – Adheres to local BOE policy, state guidelines, and national association recommendations for procedures (e.g., challenged material, acquisition, processing, cataloguing, and cirucation). Behaves ethically in terms of copyright, intellectual property, and fair use of materials.
4 – Adheres to local BOE policy, state guidelines and national association recommendations for procedures. Participates in policy development and revision, as needed and appropriate. Behaves ethically in terms of copyright, intellectual property, and fair use of materials. Teaches the school community (teachers, students, and administrators) about digital citizenship (e.g., AUP), intellectual freedom, and other policies. Advocates, models, and teaches safe, legal, and ethical use of information.

| **Indicator 2.6 – Collection Management and Information Access** | (MSSL Indicator 5.2, 3.1, 6.1, 2.3) |
| **(Evidence related to this indicator can be found on Core Data [Screen 7])** | |

0 – Does not maintain adequate records to make an accurate analysis of collection management (e.g., student/teacher LMC use rate, circulation rates, in-library use rates). Collection is poorly organized so that students and teachers have difficulty accessing the instructional resources and technology to accomplish their work. No evidence that an analysis of the LMS collection was conducted. No analysis of areas of need or recommendations.
2 – Adequate use of key collection management measures employed as shown by an annual review of the collection and resources in the LMC. Limited records of student/teacher LMC use rate, circulation rates, in-library use rates, etc., to meet curricular needs. Maintains adequate access for students to instructional resources and technology needed to accomplish their work. Some evidence of analysis of the LMC collection beyond the state core data report. Areas of need identified (if appropriate) and recommendations made.
4 – Exemplary use of collection management measures as shown by an annual review of the collection and resources in the LMC. Well-documented records of student/teacher LMC use rate, circulation rates, in-library use rates, etc., to meet curricular needs. Organizes instructional resources and technology to provide easy access to a wide variety of instructional materials for a variety of needs. Strong evidence of ongoing, systematic analysis to determine needs of the LMC collection. Recommendations were provided. Curates a well-developed collection.

Indicator 2.7 – Outreach and Advocacy	(MSSL Indicator 4.2)

0 – Makes no effort to promote inform or involve the community in supporting the LMC. Does not advocate for the LMC within or outside the school community.
2 – Occasionally engages in some outreach or advocacy in the school community, and the community.
4 – Often engages in activities to eduate the community about the LMC and advocates for it.. Organizes high-quality outreach activites that generate support for the LMC. Promotes the value of the LMC with students, colleagues, administrators, and parents and guardians and the broader community through frequent presentations, social media, or other venues.

Indicator 2.8 – Professional development and involvement	(MSSL Indicator 7.1 & 7.2)

0 – Exhibits no or little improvement of professional practice. Rarely seeks professional learning opportunities aligned to the goals of the LMC or school. Seldom contributes to the profession or participates in local learning communities of the LMS profession and of the school and community.
2 – Improves professional practice related to information literacy education, effective use of digital tools, and LMC resources management. Participates in local district learning communities to improve student learning and innovative literacy education processes. Contributes to the effectiveness, vitality, and self-renewal of the teaching profession and of the school and community.
4 – Continuously improves professional practice, models lifelong learning, and leads information literacy education. Leads and participates in local and global learning communities to improve student learning. Evaluates and reflects on current research and professional practice on a regular basis. Is an active contributor to the effectiveness, vitality, and self-renewal of the teaching profession and of the school and community.

Indicator 2.8b– Knowledge of technology   (MSSL Indicator 6.2)
0 – Lacks adequate knowledge of technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Limited technology skills to support student and teacher technology needs. Limited willingness to develop technology skills.
2 – Exhibits adequate knowledge of technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Moderate technology skills to support student and teacher technology needs. Strong willingness to develop more intense technology skills.
4 – Exhibits exemplary knowledge of technology to facilitate experiences that advance student, teacher, and community member learning, creativity, and innovation in both face-to-face and virtual environments. Provides professional development learning opportunities for others to develop technology skills.

AASL Standard 3: Leadership
MSSL Standards 4: Leadership

Indicator 3.1 – Instructional leadership   (MSSL Indicator 4.1)
0 – lacks instructional leadership.
2 – Shows limited instructional leadership. Occasionally participates leadership activities.
4 – Very active leader in the school, district, and community related to Information Literacy and Technology Literacy skills. Takes an active role in preparing and presenting training to various groups inside and outside the school.

These indicators are aligned with AASL's A 21st-Century Approach to School Librarian Evaluation, which is based on AASL's Empowering Learners: Guidelines for School Library Programs, which is supported by AASL's Standards for the 21st-Century Learner, and Learning4Life (L4L): A National Plan for Implementation of Standards for the 21st ‑ Century Learner. They are also aligned with Missouri Standards for School Librarians submitted to the Department of Elementary and Secondary Education's OEQ on April 23, 2012.

Additional Measures of Performance:

1. Student survey – The Student Survey may be used with LMS if it is applicable to their role in the school (and at least ten students complete the survey).
2. Observation –Standard #1.1 and 1.3 – *Knowledge of learners and learning and Effective and knowledgeable teacher* – is measured through observation.
   a. **Indicator 1.1 – Displays and communicates content knowledge and academic language –** from the Teacher Evaluation Rubric should be applied to all LMSs. (Indicator 2.3 also?)
   b. In addition, NEE member districts may decide to apply all, or most, of their prioritized indicators used with classroom teachers to LMSs as well. These include:
      i. **Indicator 1.2 – Cognitively engages students in subject**
      ii. **Indicator 4.1 – Uses instructional strategies leading to student problem-solving and critical thinking**
      iii. **Indicator 5.3b – Establishes secure teacher-child relationships**
      iv. **Indicator 7.4 – Monitors effect of instruction on individual and class learning**

   v. **Indicator 4.2 – Appropriately uses instructional resources to enhance student learning**
   vi. **Indicator 5.2 – Manages time, space, transitions, and activities** (used primarily with new teachers)

School librarians perform five roles (information specialist, teacher, instructional partner, program administrator, and leader) in order to accomplish the school library's mission. – The school library is both virtual and physical space…As states begin adopting all or portions of [the common core] standards, much of the traditional stand‐alone school library information literacy curriculum is being incorporated into core areas of the school instructional program. From now on, school librarians are expected to collaborate with classroom and support staff teachers to deliver instruction . . . In short, the current AASL position on the roles of school librarians places the school librarian in the school community as a collaborative teacher, not a lone instructor …Accordingly, school librarians will be evaluated on collaborative lessons, co‐planned, co‐taught, and co‐assessed with their colleagues in the classroom or library, wherever instruction takes place. . . Because the teaching role of school librarians has changed, so, too, must their evaluation tools. (Owen, Patricia; School Librarians, American Association of (2012-08-01). A 21st-Century Approach to School Librarian Evaluation (Kindle Locations 119-120). Amer Library Assn.)