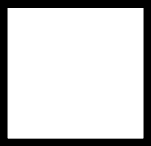

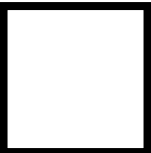


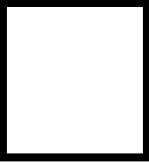

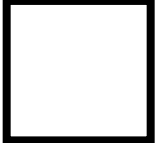

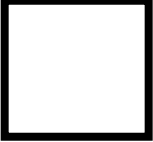

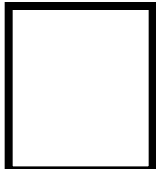


Instruction (Librarian/Media Specialist *Revised 8/9/2011*)

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|---|--|---|---|
| Standards and Objectives  | <ul style="list-style-type: none"> Goals and objectives are clear and appropriate. Goals and objectives are consistent with the school goals and take into account previous learning and other related curriculum areas. Expectations for student performance are clear, demanding, and high. Objectives are frequently displayed, clearly communicated, and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. | <ul style="list-style-type: none"> The quality of the goals or objectives varies. The goals or objectives are more appropriate than inappropriate. Goals and objectives are consistent with the school goals and take into account other related curriculum areas as appropriate. Expectations for student performance are clear. Objectives are frequently displayed and clearly communicated. There is evidence that most students demonstrate mastery of the objective. | <ul style="list-style-type: none"> Very few, if any, goals or objectives have been established or the goals or objectives are typically inappropriate. Goals and objectives are not consistent with the school goals and do not take into account other related curriculum areas as appropriate. Expectations for student performance are vague. Objectives are not displayed or loosely communicated. There is evidence that few students demonstrate mastery of the objective. |
| Motivating Students  | <ul style="list-style-type: none"> All students are engaged in learning activities. All activities provided help students recognize the purpose and importance of learning. Procedures are adjusted to enhance student involvement. | <ul style="list-style-type: none"> Most students are engaged in learning activities. Some activities provided help students recognize the purpose and importance of learning. Procedures are sometimes adjusted to enhance student involvement. | <ul style="list-style-type: none"> Very few students are engaged in learning activities. None of the activities provided help students recognize the purpose and importance of learning. Procedures are not adjusted to enhance student involvement. |
| Presenting Instructional Content  | <p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the LMS/LIS to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. | <p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the LMS/LIS to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. | <p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. examples, illustrations, analogies, and labels for new concepts and ideas. modeling by the LMS/LIS to demonstrate his or her performance expectations. concise communication. logical sequencing and segmenting. all essential information. no irrelevant, confusing, or non-essential information. |
| Lesson Structure and Pacing  | <ul style="list-style-type: none"> All lessons start promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. | <ul style="list-style-type: none"> Most lessons start promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. | <ul style="list-style-type: none"> Lessons are not started promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is not appropriate for most of the students, and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions. |

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|---|--|---|---|
| Activities and Materials  | Activities and materials include all of the following when appropriate: <ul style="list-style-type: none"> • show accommodation of students' needs and differences. • are appropriately varied and matched to lesson objective. • are relevant to students' lives. • incorporate multimedia and technology. • incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc). • address higher-order thinking skills. • sustain students' attention. | Activities and materials include most of the following when appropriate: <ul style="list-style-type: none"> • show accommodation of students' needs and differences. • are appropriately varied and matched to lesson objective. • are relevant to students' lives. • incorporate multimedia and technology. • incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc). • address higher-order thinking skills. • sustain students' attention. | Activities and materials include few of the following when appropriate: <ul style="list-style-type: none"> • show accommodation of students' needs and differences. • are appropriately varied and matched to lesson objective. • are relevant to students' lives. • incorporate multimedia and technology. • incorporate quality resources (e.g., LMS/LIS made materials, manipulatives, resources from museums, cultural centers, etc). • address higher-order thinking skills. • sustain students' attention. |
| Questioning  | LMS/LIS questions are varied and high quality providing a balanced mix of question types: <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The LMS/LIS calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. | LMS/LIS questions are varied and high quality providing for some, but not all, question types: <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The LMS/LIS calls on volunteers and non-volunteers, and a balance of students based on ability and sex. | LMS/LIS questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The LMS/LIS mostly calls on volunteers and high ability students. |
| Academic Feedback  | <ul style="list-style-type: none"> • Feedback is consistently academically focused, frequent, and high-quality. • Feedback to students is in a timely basis and includes strengths as well as recommendations or suggestions for improvement. • The LMS/LIS circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. | <ul style="list-style-type: none"> • Feedback is mostly academically focused, frequent, and mostly high-quality. • Feedback to students is usually in a timely basis and includes strengths as well as recommendations or suggestions for improvement. • The LMS/LIS circulates during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction. | <ul style="list-style-type: none"> • The quality of feedback is inconsistent. • Feedback is not given in a timely basis. • The LMS/LIS fails to circulate during instructional activities. • Feedback from students is not used to monitor or adjust instruction. |

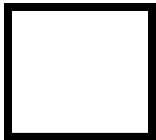
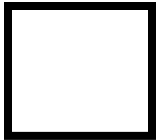
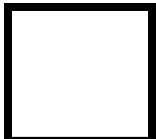

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|--|--|---|---|
| Monitoring Student Understanding  | <ul style="list-style-type: none"> • Learning activities are analyzed and paced to accommodate student differences. • Monitoring very frequently occurs through questioning techniques and checking students' performances as they are engaged in learning activities. • Monitoring techniques address higher order skills when appropriate. • Re-teaching occurs when necessary and includes a variety of re-teaching approaches. | <ul style="list-style-type: none"> • Some learning activities are analyzed and paced to accommodate student differences. • Monitoring usually occurs through questioning techniques and checking students' performances as they are engaged in learning activities. • Monitoring techniques sometimes address higher order skills when appropriate. • Re-teaching occurs when necessary and sometimes includes a variety of re-teaching approaches. | <ul style="list-style-type: none"> • Few learning activities are analyzed and paced to accommodate student differences. • Monitoring rarely occurs through questioning techniques and checking students' performances as they are engaged in learning activities. • Monitoring techniques do not address higher order skills when appropriate. • Re-teaching might occur when necessary but does not include a variety of re-teaching approaches. |
| LMS/LIS Content Knowledge  | <ul style="list-style-type: none"> • LMS/LIS displays extensive content knowledge of all the subjects she or he teaches. • LMS/LIS regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The LMS/LIS regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. | <ul style="list-style-type: none"> • LMS/LIS displays accurate content knowledge of all the subjects he or she teaches. • LMS/LIS sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The LMS/LIS sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. | <ul style="list-style-type: none"> • LMS/LIS displays under-developed content knowledge in several subject areas. • LMS/LIS does not implement subject-specific instructional strategies to enhance student content knowledge. • LMS/LIS does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way. |
| LMS/LIS Knowledge of Students  | <ul style="list-style-type: none"> • LMS/LIS practices display understanding of each student's anticipated learning difficulties. • LMS/LIS practices regularly incorporate student interests and cultural heritage. • LMS/LIS regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. • Data is continually used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. • Changes to various aspects of the library program are based on a variety of both formal and informal evaluation techniques. • Program decisions are made as a result of appropriate analyses of the data. | <ul style="list-style-type: none"> • LMS/LIS practices display understanding of some student anticipated learning difficulties. • LMS/LIS practices sometimes incorporate student interests and cultural heritage. • LMS/LIS sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. • Data is used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. • Changes to various aspects of the library program are based on a variety of either formal or informal evaluation techniques. • Program decisions are sometimes made as a result of appropriate analyses of the data. | <ul style="list-style-type: none"> • LMS/LIS practices demonstrate limited knowledge of students anticipated learning difficulties. • LMS/LIS practices do not incorporate student interests or cultural heritage. • LMS/LIS practices demonstrate no differentiation of instructional methods or content. • Data is not used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. • Changes to various aspects of the library program are not based on a variety of either formal or informal evaluation techniques. • Program decisions are not made as a result of appropriate analyses of the data. |

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|---|---|--|---|
| Thinking  | <p>In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches all four types of thinking</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The LIS/LMS regularly provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. | <p>In the context of a collaborative lesson with a classroom teacher, the LIS/LMS consistently and thoroughly teaches two types of thinking</p> <ul style="list-style-type: none"> analytical thinking where students analyze, compare and contrast, and evaluate and explain information. practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. <p>The LIS/LMS sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. | <p>In the context of a collaborative lesson with a classroom teacher, the LIS/LMS does not consistently and thoroughly teach any type of thinking.</p> <p>The LIS/LMS provides few opportunities where students:</p> <ul style="list-style-type: none"> generate a variety of ideas and alternatives. analyze problems from multiple perspectives and viewpoints. <p>NOTE. If the LIS/LMS regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.</p> |
| Information Literacy Skills  | <p>Over the course of multiple observations, the LIS/LMS implements activities that teach and reinforce 6 or more of the following information literacy skills.</p> <ul style="list-style-type: none"> Critical Thinking Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Evaluating Information Ethical Use of Information Information Seeking Strategies Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing Synthesize Information Self Assessment Strategies | <p>Over the course of multiple observations, the LIS/LMS implements activities that teach and reinforce 4 or more of the following information literacy skills.</p> <ul style="list-style-type: none"> Critical Thinking Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Evaluating Information Ethical Use of Information Information Seeking Strategies Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing Synthesize Information Self Assessment Strategies | <p>Over the course of multiple observations, the LIS/LMS implements activities that teach and reinforce 2 or more of the following information literacy skills.</p> <ul style="list-style-type: none"> Critical Thinking Categorization Drawing Conclusions/Justifying Solutions Predicting Outcomes Evaluating Information Ethical Use of Information Information Seeking Strategies Identifying Relevant/Irrelevant Information Generating Ideas Creating and Designing Synthesize Information Self Assessment Strategies |

Planning of Services (Librarian/Media Specialist *Revised 8/9/2011*)

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|---|--|--|---|
| Media Center Management  | <ul style="list-style-type: none"> • Input from LMS/LIS and professional staff is used to determine student needs and to provide resources which relate to curriculum demands and instructional goals and objectives. • The LMS/LIS initiates communication and follow-up activities to determine effectiveness of selected resources. • Written procedures have been established to prioritize needs. • The LMS/LIS has established written procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. • Written procedures have been established to deal with challenged materials. • Circulation procedures have been established to maximize use of library resources and communicated to all patrons. • Materials and resources are current and up to date and reflect the needs of the stakeholders. • There are protocols for maintenance of equipment or resources repair. | <ul style="list-style-type: none"> • Input from LMS/LIS and professional staff is generally used to determine student needs and to provide resources which relate to curriculum demands and instructional goals and objectives. • The LMS/LIS sometimes initiates communication and follow-up activities to determine effectiveness of selected resources. • Procedures have been established to prioritize needs. • The LMS/LIS has established procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. • Procedures are in place to deal with challenged materials. • Circulation procedures have been established to maximize use of library resources. • Materials and resources are current and up to date. • There are some protocols for maintenance of equipment or resources repair. | <ul style="list-style-type: none"> • Input from LMS/LIS and professional staff is not used to determine student needs and to provide resources which relate to curriculum demands and instructional goals and objectives. • The LMS/LIS does not initiate communication and follow-up activities to determine effectiveness of selected resources. • Procedures have not been established to prioritize needs. • The LMS/LIS has not established procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. • No procedures are in place to deal with challenged materials. • Circulation procedures have not been established to maximize use of library resources. • Materials and resources are not current and up to date. • There are no protocols for maintenance of equipment or resources repair. |
| Media Center Resources  | <ul style="list-style-type: none"> • Resources are appropriately integrated with instruction and management procedures. • Written plans, policies and procedures are available for library staff. • Materials and media are equitable and accessible to all users. • Facilities are arranged to accommodate different types of activities, and student movement is meaningful. • LMS/LIS and user activities allow for maximum use of learning time. • Community resources are used appropriately. • A variety of promotional activities are continually incorporated in the library program. | <ul style="list-style-type: none"> • Resources are integrated with instruction and management procedures. • Plans, policies and procedures are available for library staff. • Materials and media are equitable and accessible to most users. • Facilities are arranged to accommodate some types of activities, and student movement is usually meaningful. • LMS/LIS and user activities allow for moderate use of learning time. • Community resources are sometimes used. • Promotional activities are incorporated in the library program. | <ul style="list-style-type: none"> • Resources are not integrated with instruction and management procedures. • Plans, policies and procedures are not followed by library staff. • Materials and media are not equitable and not accessible to most users. • Facilities arrangement does not accommodate more than one type of activity, and student movement is limited. • LMS/LIS and user activities impede use of learning time. • Community resources are not used. • Promotional activities are not incorporated in the library program. |
| Media Center Collaboration  | <ul style="list-style-type: none"> • The LMS/LIS continuously provides cursory and in-depth assistance to teachers, as needed. • The LMS/LIS collaborates with teachers in planning units of instruction. • The LMS/LIS assists with equipment operation, materials production, and instruction, as needed. • The LMS/LIS seamlessly correlates the library program with that of the school curriculum. | <ul style="list-style-type: none"> • The LMS/LIS frequently provides cursory and in-depth assistance to teachers, as needed. • The LMS/LIS sometimes collaborates with teachers in planning units of instruction. • The LMS/LIS assists with some equipment operation, materials production, and instruction, as needed. • The LMS/LIS correlates the library program with that of the school curriculum. | <ul style="list-style-type: none"> • The LMS/LIS does not provide cursory and in-depth assistance to teachers, as needed. • The LMS/LIS does not collaborate with teachers in planning units of instruction. • The LMS/LIS does not assist with equipment operation, materials production, and instruction. • The LMS/LIS does not correlate the library program with that of the school curriculum. |

Environment (Librarian/Media Specialist *Revised 8/9/2011*)

| | Significantly Above Expectations (5) | At Expectations (3) | Significantly Below Expectations (1) |
|---|---|--|--|
| Expectations  | <ul style="list-style-type: none"> • LMS/LIS sets high and demanding academic expectations for every student. • LMS/LIS encourages students to learn from mistakes. • LMS/LIS creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • LMS/LIS optimizes instructional time, teaches more material, and demands better performance from every student. | <ul style="list-style-type: none"> • LMS/LIS sets high and demanding academic expectations for every student. • LMS/LIS encourages students to learn from mistakes. • LMS/LIS creates learning opportunities where most students can experience success. • Students complete their work according to LMS/LIS expectations. | <ul style="list-style-type: none"> • LMS/LIS expectations are not sufficiently high for every student. • LMS/LIS creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work. |
| Managing Student Behavior  | <ul style="list-style-type: none"> • Students are consistently well-behaved, and on task. • LMS/LIS and students establish clear rules for learning and behavior. • The LMS/LIS uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The LMS/LIS overlooks inconsequential behavior. • The LMS/LIS deals with students who have caused disruptions rather than the entire class. • The LMS/LIS attends to disruptions quickly and firmly. | <ul style="list-style-type: none"> • Students are mostly well-behaved, and on task, some minor learning disruptions may occur. • LMS/LIS establishes rules for learning and behavior. • The LMS/LIS uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The LMS/LIS overlooks some inconsequential behavior, but other times addresses it stopping the lesson. • The LMS/LIS deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. | <ul style="list-style-type: none"> • Students are not well-behaved and are often off-task. • LMS/LIS establishes few rules for learning and behavior. • The LMS/LIS uses few techniques to maintain appropriate student behavior. • The LMS/LIS cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction. |
| Environment  | <p>The library</p> <ul style="list-style-type: none"> • welcomes all members and guests • is organized and understandable to all students. • supplies, equipment, and resources are easily and readily accessible. • displays student work that frequently changes. • is arranged to promote individual and group learning. | <p>The library</p> <ul style="list-style-type: none"> • welcomes most members and guests. • is organized and understandable to most students. • supplies, equipment, and resources are accessible. • displays student work. • is arranged to promote individual and group learning. | <p>The library</p> <ul style="list-style-type: none"> • is somewhat cold and uninviting. • is not well organized and understandable to students. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning. |
| Respectful Culture  | <ul style="list-style-type: none"> • LMS/LIS-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • LMS/LIS seeks out, and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the library environment. | <ul style="list-style-type: none"> • LMS/LIS-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the LMS/LIS, and are generally polite to each other. • LMS/LIS is sometimes receptive to the interests and opinions of students. | <ul style="list-style-type: none"> • LMS/LIS-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the LMS/LIS. • Student interaction is characterized by conflict, sarcasm, or put-downs. • LMS/LIS is not receptive to interests and opinions of students. |

