

Possible **examples** of how the Framework For Teaching could apply to  
**School Librarians**

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	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1a Knowledge of Content and Pedagogy</b> <b>General Examples</b>	Librarian makes content errors. Librarian does not consider district curriculum when planning collaborative information literacy lessons. Librarian's plans use inappropriate strategies for discipline.	Librarian is familiar with the information of literacy discipline but does not see conceptual relationships with other content areas. Librarian's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies and some are not suitable to the content area(s) integration with information literacy.	The Librarian can identify important concepts of literature, information literacy, and current trends in library/media practice and information technology and how these relate to one another. The Librarian consistently provides clear explanations of information literacy content. The Librarian answers student questions accurately and provides feedback that furthers their learning. The Librarian seeks out content-related professional development in the area of information literacy and technology.	In addition to the characteristics of "proficient", Librarian cites intra-and inter-disciplinary content relationships and integrates information literacy curriculum with the content area curriculum. Librarian adapts instruction to diverse pedagogical techniques. Librarian is proactive in uncovering student misconceptions and addressing them before proceeding.
<b>1a Specific Examples</b>	A middle school librarian on a flexible schedule does no direct instruction with students in the building.	The Librarian is conducting a library orientation with students in grade six. In a review of the nonfiction section, no reference to location of materials that will be used by teachers in the building for research purposes later in the year is made (pointing out that science fair materials would be found in the 500's, animals in the 590's, etc.)	A class comes into the library to complete a biographical research project. The Librarian instructs and demonstrates biographical online resources as well as the use of a biographical print collection that has been tailored to student needs.	In a high school lesson on narrative structure, the Librarian co-teaches the English content and also delivers the information literacy instruction using a variety of print and digital resources.
<b>1b Demonstrating Knowledge of Students</b> <b>General Examples</b>	Librarian demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Librarian indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Librarian understands the active nature of student learning, and attains information about levels of development for groups of students. The Librarian also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Librarian actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

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<b>1b Specific Examples</b>	The lesson plan includes a Librarian lecture for an entire 30 minute period to a group of seven year olds without any additional activities. The Librarian gives an ELL student the same dictionary as the rest of the class. The Librarian uses Christmas stories in his December lessons, despite the fact that he has four religions represented among his students.	The Librarian's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. In the unit on Mexico, the Librarian does little to incorporate perspectives from the three Mexican-American children in the class. Lesson plans make only peripheral reference to students' interests. The Librarian knows that some of her students have IEPs, but she hasn't read them yet.	Sixth grade students studying the Civil War come to the library for books on specific topics. The Librarian locates and sets aside a collection of print materials that are leveled to student abilities in that class and appropriate to the research topics. The Librarian delivers an information literacy skills survey at the beginning of the school year. The Librarian learns that a large number of special education students are interested in reading manga and therefore, she increases her collection in that area. The Librarian knows that five of her students are in drama club; she plans to have them discuss with the class how a short story could be adapted for the stage. The Librarian realizes that not all of his students are Christian, so he plans to read diverse cultural perspectives on holidays in December. The Librarian plans to ask her Spanish-speaking students to discuss their ancestry as part of their search for resources on South America.	The Librarian initiates the collection and study of data relating to student needs and differences and uses that data to improve the instruction and services provided by the Librarian. Upon consultation with the 9 <sup>th</sup> grade learning support teacher, the Librarian suggests that she use an adapted version of Romeo and Juliet written in modern language to assist the students in comprehension. With the increase of Spanish speaking students in the school, the Librarian increases the number of popular fiction titles that have been translated into Spanish.
<b>1c Setting Instructional Outcomes General Examples</b>	Rarely do outcomes integrate with other content areas. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class. Outcomes are vague or unclear.	Outcomes represent low expectations or expectations that are unattainable. Some outcomes integrate with those of the content area(s). Outcomes may not be suitable for most of the class.	Outcomes represent appropriately high expectations and rigor. Librarian's outcomes frequently integrating with other content area(s). Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of outcomes: factual, conceptual, understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class, differentiated where necessary.	In addition to the characteristics of "proficient", Librarian plans reference curricular frameworks or blueprints to ensure accurate sequencing. Librarian's outcomes integrate seamlessly with those of the content area(s). Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
<b>1c Specific Examples</b>	Students research a famous artist using the Internet without reference to quality of sites found.	The Librarian asks students to locate quality websites for their author research.	Eighth graders are challenged to investigate the quality of websites using specified criteria while researching for a cultural geography project.	Under the guidance of the Librarian, students create their own tool to evaluate the quality of websites while researching for their chemistry project.

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<b>1d Demonstrating Knowledge of Resources</b> <b>General Examples</b>	Librarian is unaware of resources for instruction, organization, and management for expanding one's own knowledge. Librarian is unaware of resources available for students through the school or district.	Librarian displays awareness of print and digital resources for instruction, organization, and management; for expanding one's own knowledge; and for students through the school, but librarian has no knowledge of resources available more broadly.	Librarian's knowledge and use of print and digital resources for instruction, organization, and management; for expanding one's own knowledge; and for students is evident. This includes those resources available through the school or district and external to the school and on the Internet.	Librarian's knowledge and fluent use of print and digital resources for instruction, organization, and management; for expanding one's own knowledge; and for students is extensive. This includes those resources available through the school or district, in the community, through professional organizations and universities, and on the Internet.
<b>1d Specific Examples</b>	The librarian uses no review sources. The librarian makes no effort to participate in professional activities outside of school-sponsored in-service activities.	The librarian uses professional review sources some of the time. The librarian makes limited effort to participate in professional activities outside of district-sponsored events such as attending a Commonwealth Libraries sponsored webinar.	The librarian uses professional review sources that may include, but are not limited to AASL booklists, School Library Journal, Booklist, VOYA, Kirkus, Newberry/Caldecott Awards. The librarian maintains membership in organizations such as PSLA (Pennsylvania School Librarians Association) and/or AASL (American Association of School Librarians). The librarian attends professional library or technology conferences such as PSLA Conference, AASL conference, ISTE, or PETE&C.	The librarian presents at professional conferences. The librarian is published in the field.
<b>1e Designing Coherent Instruction</b> <b>General Examples</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students intellectually and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge, but with no differentiation for students and limited collaboration with classroom teacher(s). Instructional groups partially support the instructional outcomes, with an effort to provide some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Librarian coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students in collaboration with classroom teachers. The learning activities have reasonable time allocations; they represent significant cognitive challenge(s), with some differentiation for various groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Collaborative plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

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<b>1e Specific Examples</b>	A fifteen year old book is the only available resource for a research unit on cities. The Librarian's lesson plans are written on sticky notes; they indicate: read-aloud, activity, or book selection.	The Librarian's information literacy activities frequently do not fit within the time allotted. The Librarian always lets students self-select their work groups because they behave better when they can choose with whom they wish to sit.	In a sixth grade collaborative lesson, the Librarian encourages students to analyze nonfiction texts to give examples of facts and opinions. Student groups are selected based on learning objectives and student needs.	The Librarian initiates communication with the faculty to plan collaboratively through a variety of methods. After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.
<b>1f Designing Student Assessments General Example</b>	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no academic or information literacy standards. Librarian has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Academic and information literacy standards have been used, but are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Librarian intends to use assessment results to plan for future instruction for the class as a whole.	Librarian's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Academic and information literacy standards are clear. Librarian has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups and students.	Librarian's plan for student assessment is fully aligned with the instructional outcomes based on academic and information literacy standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as Librarian use of the assessment information. Librarian intends to use assessment results to plan future instruction for individual students.
<b>1f Specific Examples</b>	The Librarian does not grade any information literacy instructional activities and does not assess student learning in collaborative activities with other classroom teachers.	Librarian reviews MLA citations from the sixth grade science fair projects and provides limited feedback.	The students follow a rubric created by the Librarian for self-assessment.	Under the guidance of the Librarian, students create a rubric for assessing their own research skills when completing a project on Shakespeare.
<b>2a. Creating an Environment of Respect and Rapport General Examples</b>	<p>Librarian uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the Librarian. Librarian displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between Librarian and students, or among students, is uneven, with occasional disrespect.</p> <p>Librarian attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Librarian attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Talk between Librarian and students and among students is uniformly respectful.</p> <p>Librarian responds to disrespectful behavior among students.</p> <p>Librarian makes general connections with individual students.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>Librarian demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When necessary, students correct one another in their conduct towards classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The Librarian's response to a student's incorrect response respects the student's dignity</p>

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<b>2a Specific Examples</b>	The Librarian tells the students to “shut up.”	The Librarian comforts and deals with an incident of bullying by telling the victim that it will be OK tomorrow and does not address the actions of the bully.	The Librarian consistently gives positive feedback to the students for good behavior and achievement with praise. When a student becomes too talkative during a lesson, the Librarian uses nonverbal cues to redirect the student’s behavior.	The Librarian participates in extracurricular activities with students and takes an active initiative to interact with students promoting integrity and ethical behavior.
<b>2b Establishing a Culture for Learning General Examples</b>	The classroom culture is characterized by a lack of student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.  Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by Librarian or students.  The Librarian appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.  The Librarian conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.  The Librarian conveys that with hard work students can be successful.  Students understand their role as learners and consistently expend effort to learn.  Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.  The Librarian conveys high expectations for learning by all students and insists on hard work.  Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
<b>2b Specific Examples</b>	Librarian tells students to simply use Google for their research without giving any instruction or rationalization for doing so.	The Librarian distributes a post-lesson activity sheet but does not circulate to ensure student success nor does she collect it to check student progress.	In a twelfth grade Civics course, the Librarian explains to students the superior quality and benefits of using a specialized database containing legal documents rather than surfing the web. When discussing plagiarism with seventh grade students researching environmental topics the librarian explains, “This idea is really important. It is critical that you understand why you cannot steal other people’s work.”	Students assist each other in locating and understanding resources.
<b>2c Managing Classroom Procedures General Examples</b>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the librarian managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines. Library management and organizational procedures are conducted randomly and in a disorganized manner.	Some instructional time is lost due to only partially effective classroom routines and procedures. The Librarian’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. Library management and organizational procedures are conducted with occasional difficulty.	There is little loss of instructional time due to effective classroom routines and procedures. The Librarian’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines. Library management and organizational procedures are conducted smoothly.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Library management and organizational procedures are conducted efficiently.

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<b>2c Specific Examples</b>	<p>There are long lines for gathering materials and supplies that could be avoided. Checking out materials or distributing supplies is time-consuming.</p> <p>Overdue notices are sent once or twice a year at random intervals.</p>	<p>Students are not fully aware of check out procedures.</p> <p>An inventory is started but is not completed.</p>	<p>There is an established system indicating where materials are shelved.</p> <p>Overdue notices are sent at regular intervals, inventories are conducted and completed annually, and library records are up to date.</p>	<p>Students are empowered to place holds on materials, renew their own materials and create their own resource lists.</p> <p>Overdue notices are sent out regularly and students are able to check their own circulation accounts to determine when materials are due. Inventory is completed and collection is reconciled. Librarian provides reports to administrators on library activities on a regular basis.</p>
<b>2d Managing Student Behavior General Examples</b>	<p>There appear to be no established standards of conduct and little or no Librarian monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Librarian tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The Librarian monitors student behavior against established standards of conduct.</p> <p>Librarian's response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Librarians' monitoring of student behavior is subtle and preventive.</p> <p>Librarian's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<b>2d Specific Examples</b>	<p>The Librarian does not give students directions for expected behavior. Students are running in the library during book selection without comment.</p>	<p>Students are working on a research project. Although the Librarian tells the students they are to work only on this project, a group is off task and chatting socially. The Librarian does not attempt to redirect behavior.</p>	<p>Before dismissing students to the computers to complete an assignment the Librarian states expectations and procedures and has the students repeat them. Rules, routines and procedures, and other appropriate signage are posted throughout the library.</p>	<p>The Librarian greets an elementary class at the door reminding them of how to come in quietly, place their books in the book drop, and proceed to the story area. A new student appears confused. She immediately gives him further direction and assistance, and encourages classmates to help the student.</p>
<b>2e Organizing Physical Space General Example</b>	<p>The Library physical environment is unsafe or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology and the lesson activities.</p>	<p>The Library is safe and essential learning materials/services are accessible to most students. The Librarian's use of physical resources, including computer technology, is moderately effective. Librarian may attempt to modify the physical arrangement to suit information literacy activities with partial success.</p>	<p>The Library is safe and learning materials/services are accessible to all students; librarian ensures that the physical arrangement is appropriate to the learning activities. Librarian makes effective use of physical resources, including computer technology and information literacy promotions.</p>	<p>The Library is safe and learning materials/services are accessible to all students including those with special needs. Librarian makes innovative use of physical resources, including computer technology. The librarian ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning and interact with information literacy activities.</p>

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<b>2e Specific Examples</b>	The library is organized by date of publication. Essential learning materials are out of reach or inconveniently placed. Computers are difficult to physically access.	The instructional area is arranged so that the Librarian cannot circulate among the students during instructional activities.	Clear traffic patterns exist. Resources and technology are easily and safely accessible by Librarian and students.	Clearly defined areas of the library are evident for instruction and technology use. The Librarian is innovative in creating space for student instruction and production. Space is utilized to promote information literacy, reading, and differentiation. For example, when the principal approaches the Librarian about viewing a webinar for an in-service program, the Librarian suggests a forum style configuration to the library and ensures that all necessary technology is in place.
<b>3a Communicating with Students General Examples</b>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The Librarian's explanation of the content contains major errors.</p> <p>The Librarian's spoken or written language contains errors of grammar or syntax.</p> <p>The Librarian's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The Librarian's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The Librarian's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The Librarian's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Librarian's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The Librarian clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Librarian's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the Librarian invites student intellectual engagement.</p> <p>Librarian's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The Librarian links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The Librarian's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The Librarian's spoken and written language is expressive, and the Librarian finds opportunities to extend students' vocabularies.</p>
<b>3a Specific Examples</b>	Librarian demonstrates access to POWER Library databases without stating a purpose for this activity or a connected student research assignment. Students do not understand why this resource is being demonstrated.	The Librarian demonstrates POWER Library databases in conjunction with a tenth grade PowerPoint project using AP Images. After instruction, there is no discussion or questioning techniques to determine student comprehension.	Librarian instructs students step by step in the use of SIRS Discoverer (part of POWER Library) to access visuals of an endangered species for an Earth Day Project. Students repeat steps in the procedure before beginning their own research.	After instruction by the Librarian on the use of Boolean operators, students feel confident using these tools in their everyday search refinements. Given an AP Chemistry element assignment, students use Boolean operators to refine their search locating information relating to an element innovation that has benefitted society.
<b>3b Questioning and Discussion Techniques General Examples</b>	<p>Librarian's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between Librarian and students is predominantly recitation style, with the Librarian mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Librarian's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the Librarian attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Librarian attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the Librarian may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Librarian creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Librarian successfully engages most students in the discussion, employing a range of strategies to ensure that most students participate.</p>	<p>Librarian uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p>



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<b>3b Specific Examples</b>	Librarian asks her third grade class, "Is Little Red Riding Hood fictional?" without further discussion.	Librarian asks sixth grade students, "What is a table of contents?" and accepts answer from only student with raised hand without reframing question to involve more learners.	Librarian asks sophomore social studies students, "Which of the databases will you choose to complete this project?" to assess their prior knowledge of library resources. Students will be able to access and navigate that resource.	Librarian leads a class discussion using a model works cited page so students can analyze quality and accuracy of citations.
<b>3c Engaging Students in Learning General Examples</b>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.  The pace of the lesson is too slow or too rushed.  Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.  The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking; the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by Librarian scaffolding.  The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the Librarian and fully aligned with the instructional outcomes.  In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.  The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.  Students may have some choice in how they complete tasks and may serve as resources for one another.
<b>3c Specific Examples</b>	The Librarian presents a book care lesson without involving students in a hands-on session.	The parts of a book (title, title page, etc.) are listed on a poster and students are assessed on their memorization of these terms.	In a collaborative research lesson with the social studies teacher, the Librarian demonstrates and engages a discussion as to how to find appropriate resources for students' research topics.	Students are required to create a reader's advisory of their favorite genre for other students.
<b>3d Using Assessment in Instruction General Examples</b>	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.  Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by Librarian and/or students to support instruction through some monitoring of progress in learning.  Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.  Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by Librarian and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.  Students appear to be aware of the assessment criteria; some of them engage in self-assessment.  Questions, prompts, assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment.  Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.  Students self-assess and monitor their progress.  A variety of feedback, from both their Librarian and their peers, is accurate, specific, and advances learning.  Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
<b>3d Specific Examples</b>	Librarian provides no summative assessment or is not involved in collaboration with classroom teacher's summative assessment.	The Librarian provides a resource checklist for the assignment but does not review it.	Nine grade students are completing a music appreciation project relating to the ethnomusicology of a specific culture. A rubric is provided for students to monitor their progress. The Librarian works individually with students engaging them in conversation to check their progress using the rubric.	Students compare a piece of their writing with the writing rubric and confer with the Librarian about how it could be improved. They also confer with the Librarian on the resources listed in their works cited or reference page.

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<b>3e Demonstrating Flexibility and Responsiveness</b> <b>General Examples</b>	<p>Librarian adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Librarian ignores student questions; when students experience difficulty, the Librarian blames the students or their home environment.</p>	<p>Librarian attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Librarian accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Librarian promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the Librarian persists in seeking approaches for students who have difficulty learning.</p>	<p>Librarian seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Librarian persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
<b>3e Specific Examples</b>	The Librarian presents a lesson on cyber safety but does not determine prior knowledge, define vocabulary, or ask for questions.	The Librarian teaches a lesson on how to locate nonfiction books using the Dewey Decimal organization but does not include pertinent content area examples or examples of interest to the students.	The Librarian instructs the students in and demonstrates how to access resources in a science database. During questioning and discussion she realizes that the students do not have a clear understanding. She repeats the process redefining each step and checking for understanding.	In a lesson on the use of an online dictionary, a student asks if she can find a famous actress in this resource. The Librarian asks for an example and creates a search to demonstrate that this is not an appropriate resource for this topic. He then engages the students in a discussion of where to find this type of information.
<b>4a Reflecting on Teaching</b> <b>General Examples</b>	<p>Librarian does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Librarian has no suggestions for how a lesson could be improved.</p>	<p>Librarian has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Librarian makes general suggestions about how a lesson could be improved.</p>	<p>Librarian makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Librarian makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Librarian makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, Librarian offers specific alternative actions, complete with the probable success of different courses of action.</p>
<b>4a Specific Examples</b>	The Librarian presents a lesson on use of indexes but does not include an assessment to determine effectiveness.	The Librarian observes student reaction but does not provide a measurable assessment. She feels it went well.	The Librarian presents a lesson with questioning and discussion to determine comprehension during the course of the lesson. An activity sheet, graphic organizer or exit ticket determines what the students learned so that she can revise if necessary.	In collaboration with the science teacher, the Librarian grades the students' works cited pages for a science fair project suggesting revisions and additional resources. She realizes that there were ebooks available on environmental topics that the students didn't utilize and asks the science teacher to have the opportunity to teach the students how to access this resource for future projects.
<b>4b Maintaining Accurate Records</b> <b>General Examples</b>	<p>Librarian's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Librarian's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Librarian's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Librarian's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	Librarian's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	<p>Librarian's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4b Specific Examples</b>	<p>Librarian does not evaluate any student work.</p> <p>Librarian is unable to determine which middle school student current has the title “Diary of a Wimpy Kid” checked out.</p> <p>Librarian does not conduct an inventory of materials and therefore, collection records are inaccurate.</p>	<p>Librarian evaluates student work periodically but provides little or no feedback to students.</p> <p>The library catalog indicates some inaccurate cataloging.</p> <p>The Librarian rarely runs collection reports in the automated management system and therefore has an inaccurate picture of the collection’s age.</p>	<p>Librarian provides students with a rubric for their APA reference page at the onset of the research project and periodically checks student work to assess understanding and progress.</p> <p>The library catalog is up to date and accurate.</p> <p>The librarian furnishes the principal with an annual report of statistics and activities.</p>	<p>Librarian provides feedback to a student during a review of a foreign language scavenger hunt. Student then takes initiative to make further revisions to their search strategy based on this feedback and locate more accurate information.</p> <p>Records in the library catalog have been enhanced by the Librarian to make searches of library materials easier for the students.</p> <p>The Librarian furnishes multiple district administrators with annual report of statistics and activities and makes correlations to student achievement and district goals.</p>
<b>4c Communicating with Families General Examples</b>	<p>Librarian communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Librarian makes no attempt to engage families in the instructional program.</p>	<p>Librarian makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Librarian communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Librarian makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Librarian’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Librarian’s efforts to engage families in the instructional program are frequent and successful.</p>
<b>4c Specific Examples</b>	<p>Librarian does not take advantage of posting library program information in the school newsletter.</p> <p>Students and families are unaware of lost or overdue materials.</p>	<p>Overdue notices are given to students/sent home inconsistently.</p> <p>The librarian sends home a book fair notice the day before the fair opens.</p>	<p>The librarian has a column in the Principals’ newsletter.</p> <p>The librarian provides displays of new materials and library program information during Open House.</p>	<p>Librarian creates a library program newsletter, blog or other social media resource to communicate with parents and the school community in print or electronic format. Librarian creates a family activity such as a “Read-A-Book” with your child including a blog where parents can share their experiences.</p>
<b>4d Participating in Professional Community General Examples</b>	<p>Librarian’s relationships with colleagues are negative or self-serving.</p> <p>Librarian avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Librarian avoids becoming involved in school events or school and district projects.</p>	<p>Librarian maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Librarian becomes involved in the school’s culture of professional inquiry when invited to do so.</p> <p>Librarian participates in school events and school and district projects when specifically asked to do so.</p>	<p>Librarian’s relationships with colleagues are characterized by mutual support and cooperation; Librarian actively participates in a culture of professional inquiry.</p> <p>Librarian volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Librarian’s relationships with colleagues are characterized by mutual support and cooperation, with the Librarian taking initiative in assuming leadership among the faculty.</p> <p>Librarian takes a leadership role in promoting a culture of professional inquiry.</p> <p>Librarian volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4d Specific Examples</b>	<p>The Librarian does not collaborate with any colleagues.</p> <p>The Librarian does not participate in any committees or extracurricular activities.</p>	<p>The Librarian only collaborates with those colleagues who seek him/her out.</p> <p>The Librarian only participates in assigned committees during school hours.</p>	<p>During faculty meetings, in-service programs, or via email the Librarian seeks collaborative projects and/or informs faculty of new resources and offers to instruct faculty and students.</p> <p>The Librarian takes the initiative to serve on a committee or contribute to an extracurricular activity.</p>	<p>The Librarian presents in-service workshops on emerging resources and technologies.</p> <p>The Librarian is a leader of a committee and/or takes responsibility for an extracurricular activity.</p>
<b>4e Growing and Developing Professionally General Examples</b>	<p>Librarian engages in no professional development activities to enhance knowledge or skill.</p> <p>Librarian resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Librarian ignores invitations to join professional organizations and attend conferences such as PSLA or AASL.</p> <p>Does not attend information literacy or technology workshops, meetings, or seminars.</p>	<p>Librarian participates in professional activities to a limited extent when they are convenient.</p> <p>Librarian accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Librarian finds limited ways to contribute to the profession.</p>	<p>Librarian seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Librarian welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Librarian participates in various professional development opportunities and takes an active role in a professional library organization</p> <p>Librarian provides professional development activities at faculty meetings and/or in-service programs.</p>	<p>Librarian seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Librarian seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Librarian initiates important activities to contribute to the profession.</p> <p>Librarian takes a leadership role in a professional organization, such as a PSLA.</p> <p>Librarian publishes in a professional journal or presents workshops for PDE or at state conferences.</p>
<b>4e Specific Examples</b>	<p>Librarian does not read current literature pertaining to information literacy and therefore is unaware of emerging trends such web 2.0 technologies.</p>	<p>Librarian is a member of a professional organization but does not attend conferences or workshops to engage in professional development.</p>	<p>The Librarian attends annual conferences or workshops and applies knowledge gained at sessions to improve and enhance library programming.</p>	<p>The Librarian engages in professional activities and is a member of an active state-wide committee and/or presents workshops at meetings and/or conferences.</p>

	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4f Showing Professionalism General Examples</b>	<p>Librarian displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Librarian is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school.</p> <p>Librarian makes decisions and recommendations based on self-serving interests. Librarian does not comply with school and district regulations.</p>	<p>Librarian is honest in interactions with colleagues, students, and the public.</p> <p>Librarian attempts, though inconsistently, to serve students. Librarian does not knowingly contribute to some students being ill-served by the school.</p> <p>Librarian's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Librarian complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Librarian displays high standards of honesty, integrity, ethical use of information, and confidentiality in interactions with colleagues, students, and the public. Librarian is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Librarian maintains an open mind in team or departmental decision-making. Librarian complies fully with school and district regulations.</p>	<p>Librarian can be counted on to hold the highest standards of honesty, integrity, ethical use of information, and confidentiality and takes a leadership role with colleagues. Librarian is highly proactive in serving students, seeking out resources when needed. Librarian makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Librarian takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Librarian complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<b>4f Specific Examples</b>	<p>The librarian photocopies an entire picture book for a kindergarten class.</p> <p>The librarian allows plagiarism.</p>	<p>When a teacher goes out on a maternity leave, the librarian says "Hello" and "Welcome" to her substitute, but does not offer any further assistance.</p> <p>Only when students or teachers ask for assistance does the librarian teach how to cite sources.</p> <p>The Librarian does not remind students to cite sources when taking images from Google for projects</p>	<p>The librarian collaborates with classroom teachers to provide formal instruction in source citations.</p>	<p>When the classroom teacher does not have enough copies of a fiction novel, the librarian seeks a simultaneous access e-Book version to accommodate all students.</p> <p>Librarian offers instruction to staff on copyright and how it pertains to educators.</p>