KENTUCKY FRAMEWORK FOR TEACHING

With Specialist Frameworks for Other Professionals

Library Media Specialist

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. *Planning and Preparation*
2. *Classroom Environment/ Environment*
3. *Instruction/ Delivery of Service*
4. *Professional Responsibilities*

.

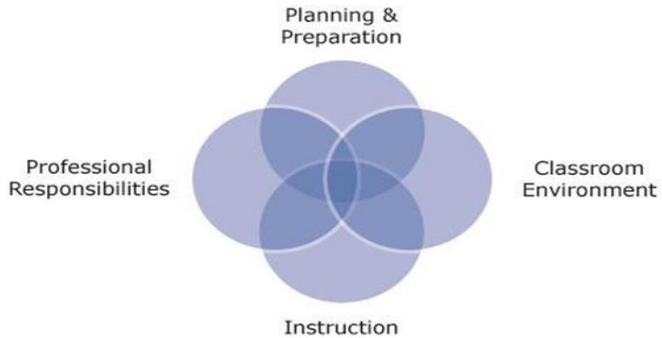
Charlotte Danielson

(Adapted for Kentucky Department of Education)

Including crosswalk documents connecting to national professional organizations for each category of Other Professionals.

June 2015

FRAMEWORK FOR TEACHING DOMAINS & COMMON THEMES:



INTRODUCTION:

The *Framework for Teaching* organizes the multiple measures that comprise Kentucky's Professional Growth and Effectiveness System (PGES). This framework is designed to support student achievement and professional best-practice through the domains of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. The *Framework* also includes many themes that run throughout the document. These themes include ideas such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. The Kentucky Teaching Standards, Kentucky Department of Education's Characteristics of Highly Effecting Teaching and Learning, along with research from many of the top educator appraisal specialists and researchers are the foundation for this system. The *Framework for Teaching* provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teacher performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is "Accomplished" which is bolded in the framework, but a good rule of thumb is that it is expected for a teacher to "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple measures across each domain.

Possible Samples of evidence:

Following the specialists' framework are samples of roles and responsibilities completed by Other Professionals in districts across Kentucky. Through statewide collaboration with teams of Other Professionals, administrators, and teacher leaders this sample list has been created.

These samples may or may not fit the expectations in every district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. The possible Samples of evidence may serve as evidence in the self- reflection and professional growth plan to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that model best practice of accomplished or exemplary indicators, click here.

Kentucky Framework for Teaching and Other Professionals Framework Crosswalk:

Teacher Domains	Teacher Components	Other Professional Domains	Instructional Specialists Components
Planning and Preparation	• Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments	Planning and Preparation	• Demonstrating knowledge of current trends in specialty area and professional development • Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program • Establishing goals for the instructional support program appropriate to the setting and the teachers served • Demonstrating knowledge of resources both within and beyond the school and district • Planning the instructional program integrated with the overall school program • Developing a plan to evaluate the instructional support program
Classroom Environment	• Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space	Environment	• Creating an environment of trust and respect • Establishing a culture for ongoing instructional improvement • Establishing clear procedures for teachers to gain access to the instructional support • Establishing and maintaining norms of behavior for professional interactions • Organizing physical space for workshops or training
Instruction	• Communicating with students • Questioning and discussion techniques	Delivery of Service	• Collaborating with teachers in the design of instructional units and lessons

	• Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness		• Engaging teachers in learning new instructional skills • Sharing expertise with staff • Locating resources for teachers to support instructional improvement • Demonstrating flexibility and responsiveness
Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing professionally • Showing professionalism	Professional Responsibilities	• Reflecting on practice • Preparing and submitting budgets and reports • Coordinating work with other instructional specialists • Participating in a professional community • Engaging in professional development • Showing professionalism including integrity and confidentiality

Teacher Domains	**Teacher Components**	**Other Professional Domains**	**<u>Therapeutic Specialists</u> Components**
Planning and Preparation	• **Knowledge of content and pedagogy** • **Demonstrating knowledge of students** • **Setting instructional outcomes** • **Demonstrating knowledge of resources** • **Designing coherent instruction** • **Designing student assessments**	**Planning and Preparation**	• Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license • Establishing goals for the therapy program appropriate to the setting and the students served • Demonstrating knowledge of District state and federal regulations and guidelines • Demonstrating knowledge of resources both within and beyond the school and district • *Planning the therapy program integrated with the regular school program to meet the needs of individual students* • Developing a plan to evaluate the therapy program

Classroom Environment	• Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space	Environment	• Establishing rapport with students • Organizing time effectively • Establishing and maintaining clear procedures for referrals • Establishing standards of conduct in the treatment center • Organizing physical space for testing of students and providing therapy
Instruction	• Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness	Delivery of Service	• Responding to referrals and evaluating student needs • Developing and implementing treatment plans to maximize student s success • Communicating with families • Collecting information; writing reports • Demonstrating flexibility and responsiveness
Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing	Professional Responsibilities	• Reflecting on practice • Collaborating with teachers and administrators • Maintaining an effective data management system • Participating in a professional community • Engaging and professional development • Showing professionalism including integrity advocacy and maintaining confidentiality

Teacher Domains	Teacher Components	Other Professional Domains	School Psychologists Components
Planning and Preparation	• Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments	Planning and Preparation	• Demonstrating knowledge and skill in using psychological instruments to evaluate students • Demonstrating knowledge of child and adolescent development and psychopathology • Establishing goals for the psychology program appropriate to the setting and the students served • Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district • Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention • Developing a plan to evaluate the psychology program
Classroom Environment	• Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space	Environment	• Establishing rapport with students • Establishing a culture for positive mental health throughout the school • Establishing and maintaining clear procedures for referrals • Establishing standards of conduct in the testing center • Organizing physical space for testing the students and storage of materials
Instruction	• Communicating with students • Questioning and discussion techniques • Engaging students in learning	Delivery of Service	• Responding to referrals consulting with teachers and administrators

	• Using Assessment in instruction • Demonstrating Flexibility and Responsiveness		• Evaluating student needs and compliance with national Association of school psychologists NASP guidelines • Chairing evaluation team • Planning interventions to maximize student's likelihood of success • Maintaining contact with physicians and community mental health service providers • Demonstrating flexibility and responsiveness
Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing	Professional Responsibilities	• Reflecting on practice • Communicating with families • Maintaining accurate records • Participating in a professional community • Engaging in professional development • Showing professionalism

Teacher Domains	**Teacher Components**	**Other Professional Domains**	**<u>School Counselors/Social Workers</u> Components**
Planning and Preparation	• Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments	Planning and Preparation	• Demonstrating knowledge of counseling theory and techniques • Demonstrating knowledge of child and adolescent development • Establishing goals for the counseling program appropriate to the setting and the students served • Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district

			• Plan in the counseling program integrated with the regular school program • Developing a plan to evaluate the counseling program
Classroom Environment	• Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space	Environment	• creating an environment of respect and rapport • Establishing a culture for productive communication • Managing routines and procedures • Establishing standards of conduct and contributing to the culture for student behavior throughout the school • Organizing physical space
Instruction	• Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction • Demonstrating Flexibility and Responsiveness	Delivery of Service	• Assessing student needs • Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs • Using counseling techniques in individual and classroom programs • Brokering resources to meet needs • Demonstrating flexibility and responsiveness
Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing	Professional Responsibilities	• Reflecting on practice • Maintaining records and submitting them in a timely fashion • Communicating with families • Participating in a professional community • Engaging in professional development • Showing professionalism

Teacher Domains	Teacher Components	Other Professional Domains	Library Media Specialists Components
Planning and Preparation	• Knowledge of content and pedagogy • Demonstrating knowledge of students • Setting instructional outcomes • Demonstrating knowledge of resources • Designing coherent instruction • Designing student assessments	Planning and Preparation	• Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process • Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs • Supporting Instructional Goals • Instructional resources and technology • Instructional services • Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies • Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion • Collaborating in the Design of Instructional Experiences

			• Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy
Classroom Environment	• Creating an environment of respect and rapport • Establishing a culture of learning • Managing classroom procedures • Managing student behavior • Organizing physical space	Environment	• Creating an environment of respect and rapport • Interpersonal relations • Student interactions • Staff interactions • Establishing a Culture for Learning • Ethos • Expectations for learning • Managing Library Procedures • Circulation procedures • Scheduling procedures • Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior • Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility
Instruction	• Communicating with students • Questioning and discussion techniques • Engaging students in learning • Using Assessment in instruction	Delivery of Service	• Communicating Clearly and Accurately • Directions and procedures • Use of different methods

	• Demonstrating Flexibility and Responsiveness		• Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry • Engaging Students in Learning • Instructional materials and resources • Expectations for students • Assessment in Instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress • Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence

Professional Responsibilities	• Reflecting on teaching • Maintaining accurate records • Communicating with families • Participating in a professional community • Growing and developing	Professional Responsibilities	• Reflecting on Practice • Reflection • Vision • Change • Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data • Communicating with School Staff and Community • Information about the library program • Advocacy • Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues • Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession • Collection Development and Maintenance • Assessment • Selection/ Weeding • Managing the Library Budget • Data driven decisions • Budget development • Record keeping

			• Managing Personnel • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation • Professional ethics • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality

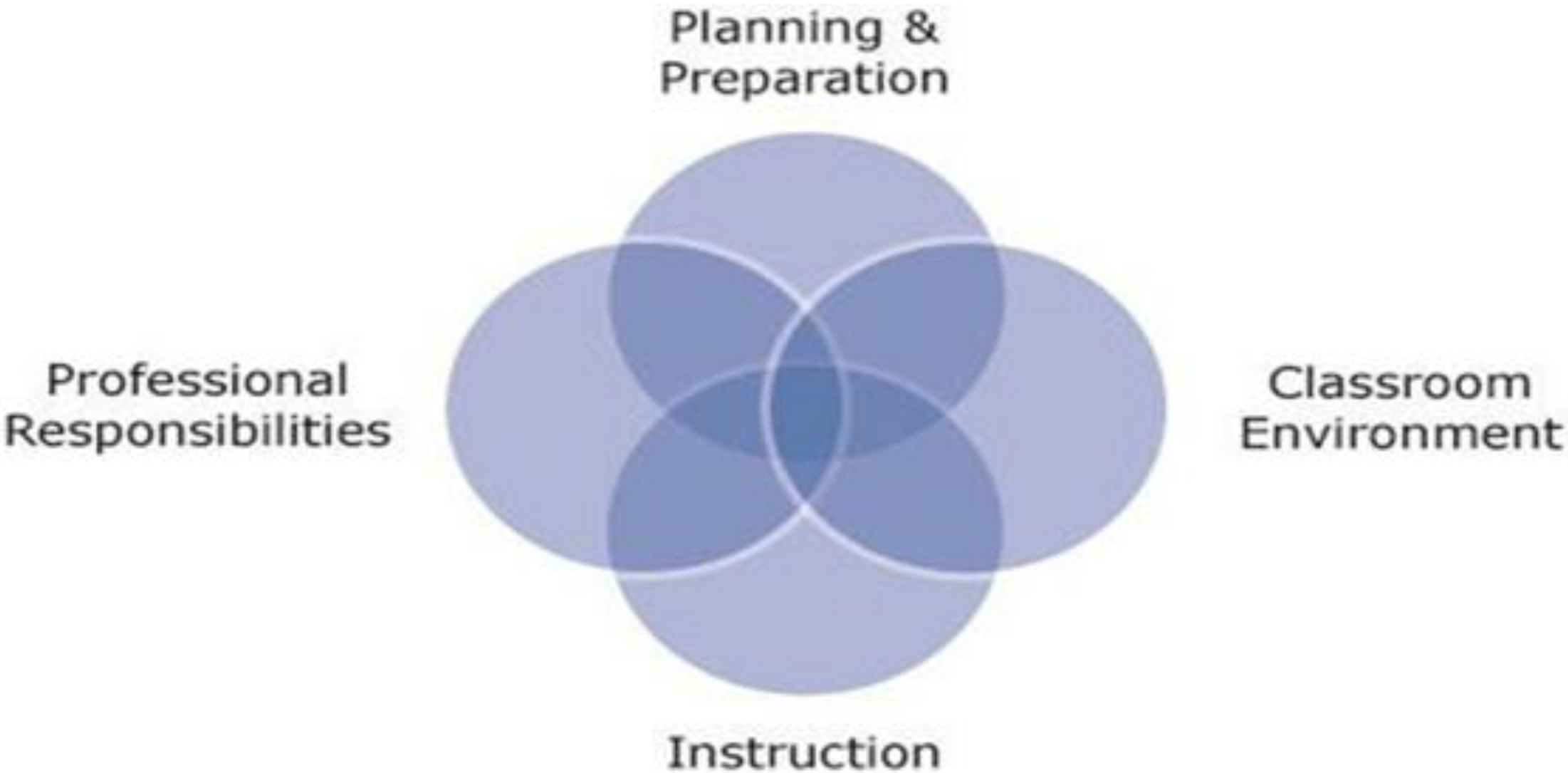
Common Language

Domain 1: Planning & Preparation

1A - Knowledge of Content and Pedagogy • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy	**Component**	rning, accomplished teachers have command of the subjects they teach. They must evolved into the 21st century, incorporating such issues as cultural diversity, as appropriate. Accomplished teachers understand the internal relat disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.		**Domain**
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	• In planning and practice, teacher makes content errors or does not correct errors made by students. • Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.	• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. • Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. • Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students	• Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. • Teacher's plans and reflect accurate und of prerequisite relationships among topics and concepts. • Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline	• Teacher displays extensive knowledge of the important disciplines. • Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.

Performance Level

Essential guidance for observers.



Delivery of Service

OPGES frameworks

Domain 1: Planning & Preparation – Library Media Specialist

1A **-** Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.	School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.	School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.	School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.

1B - Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist makes little or no attempt to acquire knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.	School Library Media Specialist demonstrates some knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	School Library Media Specialist demonstrates thorough knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.

1C- Supporting Instructional Goals • Instructional resources and technology • Instructional services				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.	School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.

1D- Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.	School Library Media Specialist is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	School Library Media Specialist has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	School Library Media Specialist has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.

1E - Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

1F **-** Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.	School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

Domain 2: The Library Environment - Library Media Specialist

2A- Creating an environment of respect and rapport • Interpersonal relations • Student interaction • Staff interactions	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist. Some student interactions are characterized by conflict, sarcasm, or put-downs.	School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist is not always evident.	School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist	School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school Library Media Specialist.

2B - Establishing a Culture for Learning • Ethos • Expectations for learning	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist maintains a controlled and stifling environment not conducive to learning.	School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.

2C - Managing Library Procedures • Circulation procedures • Scheduling procedures	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.

2D - Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.	School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.

2E **-** Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.	The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.	The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self- directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.

Domain 3: Instruction/ Delivery of Service - Library Media Specialist

3A - Communicating Clearly and Accurately • Directions and procedures • Use of different methods	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all.	School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.

3B - Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.	School Library Media Specialist asks questions that guide students and help them think about their research topic.	School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.

3C **-** Engaging Students in Learning • Instructional materials and resources • Expectations for students				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.	School Library Media Specialist sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.	School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	School Library Media Specialist recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist.

3D **-** Assessment in instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self- assessment or monitoring of progress.	In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to-one basis or with small groups. Students occasionally assess the quality of their own work.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria**.** The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.

3E - Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan.	The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.

Domain 4: Professional Responsibilities - Library Media Specialist

4A - Reflecting on Practice • Reflection • Vision • Change	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.

4B - Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data	***Ineffective***	***Developing***	***Accomplished***	***Exemplary***
	The school Library Media Specialist does not maintain accurate or current records.	The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.

4C - Communicating with School Staff and Community • Information about the library program • Advocacy				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist does not communicate with the school community about the library program and services.	The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's *Standards for the 21st Century Learner* and additionally utilizes elements of *Empowering Learners: Guidelines for School Library Media Programs* to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

4D - Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialists' relationships with colleagues are frequently negative or self- serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects.	School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues.	School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.

4E **-** Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities.	School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent.	School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.	School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.

4F Collection Development and Maintenance • Assessment • Selection/ Weeding				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.

4G- Managing the Library Budget • Data driven decisions • Budget development • Record keeping				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.	School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records.	School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.

4H- Managing Personnel • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
	School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff.	School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff.

4I- Professional ethics				
	Ineffective	***Developing***	***Accomplished***	***Exemplary***
• Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality	School Library Media Specialist does not adhere to the professional ethics of librarianship.	School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics. (See addendums A, B and C).	School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).

Librarian Framework reformatted from: **http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learning4life/resources/LMS-DANIELSON.pdf**

© 2005, rev. 2009 Londonderry School District w/ attribution to and permission to adapt her work from Charlotte Danielson

Possible samples of evidence

This document contains samples of roles and responsibilities completed by Library Media Specialists in Kentucky. Through collaboration with teams of Other Professionals, administrators, and teacher leaders, this sample list has been created.

These samples may or may not fit the expectations in a district. With discussion between the Other Professional and the supervisor, these possible Samples of evidence may be observed during a workplace visit or discussed at a pre or post observation conference. These possible Samples of evidence may serve as evidence in the self- reflection, professional growth plan, and to inform the educators overall Professional Practice rating.

A yearly review of the examples by the OPGES steering committee will be conducted. To submit possible additions of samples that fit best practice of accomplished or exemplary indicators, click here.

Librarian Framework – Possible samples of evidence.

Domain 1: Planning & Preparation – Library Media Specialist	
Component	**Samples of evidences that may be evident during observation visit**
1A - Demonstrating Knowledge of Content Curriculum and Process • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process **Accomplished**: School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections	• purchases and circulates audiobooks, or links the library website to online audiobook services • purchases or circulates e-materials for playing/listening on e-readers, MP3 players, and tablets • prepares bookmarks and handouts listing available assistive devices • creates template for students to use at each level of the information-literacy model • considers textual, visual, technological, and digital literacies when choosing print and e-resources • adds 21st -century formats to the LMC collection, such as graphic novels, e-readers, and interactive book-review tools • uses AASL's Common Core crosswalks to find where KCAS align with traditional library curriculum • analyzes circulation data to determine balanced collections • collaborates in access of resources
1B - Demonstrating Knowledge of Students • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills and knowledge and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs **Accomplished**: School Library Media Specialist demonstrates	• provides audio and video versions of print texts for comparison and contrast • purchases resources in multiple languages, such as Spanish versions of English classics • helps students who think better visually: for both teaching and assessment, uses tools for organizing knowledge (e.g., concept maps, diagrams, outlines, mind maps, webs) • uses the "fish bowl" technique: two students model peer-editing, based on their rubric criteria, for a third student • provides a formal work plan for students, breaking down lesson assignments, using a calendar or timeline, and providing for frequent feedback • allows other adults in the library to work with students having trouble getting started • leads students how to use the think-pair-share strategy when they are peer-editing • engages students in ongoing feedback and revision as essential to the learning processes

adequate knowledge of the students' developmental levels, basic skills, backgrounds and interests, as well as abilities and specials needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection	• utilizes reading interest surveys • provides multiple resources for multiple reading levels
1C - Supporting Instructional Goals • Instructional resources and technology • Instructional services **Accomplished**: School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.	• makes sure collaborative lessons and student products include visual, digital, textual, and technological formats • provides pathfinders on information literacy and helps students create them about their individual research topics • seeks new resources to enrich the curriculum and matches students with the appropriate resources • collaborates with multiple content areas • provides resources in print and digital formats • provides open scheduling (flexible scheduling) for equitable access • provides workshops and trainings
1D - Demonstrating Knowledge and Use of Resources • Instructional materials and resources • Search strategies **Accomplished**: School Library Media Specialist has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	• uses electronic rubric generators to create rubrics appropriate for student assessments (e.g., RubiStar, TeAchnology) • locates and uses free resources to save library funds; takes advantage of online citation generators and free e-books • joins consortiums to take advantage of vendors' group discounts on resources and supplies • attempts to satisfy email requests from teachers • publishes staff newsletters • attempts to fulfill teacher requests quickly • manages circulation statistics
1E - Demonstrating a Knowledge of Literature and Lifelong Learning • Children's and young adult literature • Reading promotion **Accomplished**: School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	• helps teachers identify nonfiction texts in the content areas for students to read • schedules books fairs, book talks, and books on display to promote reading • provides genre collaboration with classroom teachers • engages in multimedia projects with students and teachers • invites local storytellers and puppet performers to share their expertise with students

1F - Collaborating in the Design of Instructional Experiences • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy **Accomplished**: School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	• initiates collaboration with teachers to create "co-teaching" inquiry lessons and units • co-plans and co-teaches to help students read better in the content areas • focuses collaborative lessons on teaching the skills of argument analysis, problem solving, decision- making, and cognitive process • collaborates with teachers and shows them how to integrate new formats into their lessons • researches critical- thinking concepts and finds templates to use as rubrics for students. • "chunks" assignments within collaborative lessons into doable pieces of learning • collaborates with teachers to use multiple assessment strategies; cooperative learning activities, demos, exit cards, "I learned" statements, interviews, journal entries, K-W-L charts, learning logs, oral attitude surveys, oral presentations, peer evaluations, problem-solving activities, products, questioning, quizzes, response groups, and self-evaluations • ensures collaborative lessons include a method to document student growth over time as a result of evidence-based practice lessons • adopts a philosophy of collaboration and makes sure it underscores all communication and teaching practices • collaborates with public librarians by sharing curriculum and projects so that they can support student learning, too • collaborates with teachers and school district grant writers to generate library funds and learn about the grant-writing process • collaborates with stakeholders to meet every learner's needs • uses KAS to move library program forward by collaborating with teachers who need support as they teach reading comprehension, higher-level thinking, and inquiry research • uses knowledge of curriculum resources to collaborate with teachers to create instructional units that are resource-based and student centered • focuses collaborative lessons on student talk, interaction with information, and active learning • collaborates with teachers and students to create a common vocabulary of search terms (e.g., pathfinders, subject guides, Boolean search strategy)

Domain 2: The Library Environment - Library Media Specialist	
Component	**Samples of evidences that may be evident during observation visit**
2A - Creating an environment of respect and rapport • Interpersonal relations • Student interactions • Staff interactions **Accomplished**: School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist.	• asks students to serve on the library advisory committee or volunteer in the library • places students in charge of soliciting displays of student work in all areas of the curriculum • provides a suggestion box and elicits feedback via a variety of Web 2.0 polling and survey tools • encourages teachers to meet in the library to discuss topics such as comparing brands of e-readers • forms book clubs for various interest groups such as teachers and students, males only, and genre-related. • uses student volunteers to both support library goals and contribute to their own personal learning • invites the school nurse, speech tutor, drug counselor, and other support staff to work in the LMC space and share the "learning commons" with adults as well as students • converts non-public library spaces to service spaces that meet program goals and the needs of the learning community (e.g. convert LMC storeroom to a video production studio so students can create films) • increases the impact of presentations by using Web 2.0 tools to create brief slideshows that include video and audio clips of students at work in library space • converts library website into a publishing opportunity for librarian and stakeholders by adding a blog for their comments and librarian responses
2B - Establishing a Culture for Learning • Ethos • Expectations for learning **Accomplished**: School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	• places netbooks around the library, when not in use in the classroom, for student convenience • loops book reviews and trailers on projectors and whiteboards during school hours and other events • encourages school groups, such as the high school astronomy club, to meet in the library, and provides them with appropriate materials to check out • snaps photos of students engaged in reading activities, enlarges, and posts • strives to create a learning commons atmosphere in physical and virtual library space to facilitate interdisciplinary learning through inquiry, collaboration, and creativity • creates a learning environment where students can think critically, creatively, and ethically • keeps the library accessible to students, parents, and the community 24-7 in a virtual environment • eliminates any unfriendly practices now in place and determines what "barriers to access" can be removed • utilizes time before and after school, and during lunch periods to maximize in-library access for the school community • focuses on open access for learners rather than on "preserving" the collection • demonstrates the philosophy that the library space, both virtual and physical, is a common area for self-paced learning, collaboration and content creation, as well as for accessing and sharing resources • provides convenient hours for student access (i.e. Before/ after school hours)

2C - Managing Library Procedures • Circulation procedures • Scheduling procedures **Accomplished**: Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	• supplies students with free choices including nonfiction materials in multiple formats, not just fiction • allows students to check in/out their own materials at convenient stations in the library • creates a technology collection for students to browse or borrow, and include magazines, brochures and equipment • makes sure students have a choice of instructional materials and resources at all levels and for a range of abilities • documents library procedures and shares them with library support staff and volunteers • sets up an equitable reservation and sign-out procedure for teachers and student groups who want to use library equipment • allows students with "no way to pay" lost or damaged fees to work off their obligations by volunteering in the library where they can learn library skills authentically • sets up student checkout stations that free staff to help learners • teaches library team as many clerical skills as necessary to keep operations going smoothly behind the scenes • encourages students to use self-checkout stations to request materials located in other spaces in the school district • provides learning opportunities for library orientation • provides schedule of availability in multiple places (i.e., website, library/ classroom boards)
2D - Managing student behavior • Expectations • Monitoring of student behavior • Response to misbehavior **Accomplished**: School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students	• uses library routines and procedures to develop appropriate student behavior • practices efficient circulation procedures • posts and enforces rules to make the library media center a place of learning for all • maintains a welcoming, neat, attractive library media center that is user friendly • develops, implements, and evaluates policies and procedures that support teaching and learning in school libraries • develops a behavior management plan that aligns with the school-wide discipline plan • posts procedures for centers • reviews behavior expectations • provides signage for facility usage • acknowledges positive behavior • sets expectations for all students
2E - Organizing physical space • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility	• creates a "presentation area" in the library space for students to create, practice, and present • creates learning nooks in the library space where students can practice using multiple formats during their free time, before, during, and after school • integrates real-world and authentic venues and settings when appropriate • studies the library literature about learning commons and devises a step-by-step plan to use these principles to convert LMC space • rearranges LMC space to make more room for new technologies

Accomplished: The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	• provides signage that directs learners to the right resources and employs user-friendly terms such as "checkout desk," not "circulation desk" • redesigns LMC website to make access to resources less complicated and more user-friendly • provides students with the supplies and tools they need and creates "supply centers" at strategic points in the library space • prepares documentation guides, pathfinders, and getting-started sheets to help learners find information • moves (occasionally) to the classroom for book talks and citation instructions as part of a "learning on wheels" initiative if the library is completely occupied • encourages the use of mobile netbooks, e-readers, and tablet computers so "learning with technology everywhere" can take place anywhere in the building • includes assistive features so students with disabilities can also learn from LMC website • arranges the library in a manner that allows accessibility • provides signage appropriate to available resources

Domain 3: Instruction/ Delivery of Service - Library Media Specialist

Component	**Samples of evidences that may be evident during observation visit**
3A - Communicating Clearly and Accurately • Directions and procedures • Use of different methods **Accomplished**: School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	• encourages students to use Web 2.0 tools to build and manage their own virtual space, including a portal, a personal learning network, and a personal portfolio • assigns reading "roles" in small group instruction • includes visual, digital, textual, and technological literacies in lessons and assignments • encourages teachers to include in their lessons online content creation tools such as video-production and microblogging sites and offers to help teachers and students learn to use these tools. Uses print and electric graphic organizers including flowcharts, Venn diagrams, and Web 2.0 brainstorming tools (e.g. Bubbl.us, Mind Meister) to help students organize their facts and ideas • ensures students can create and interpret visual communication • takes advantage of blended-learning opportunities by creating an online library course for students using an open-source electronic learning-management system (e.g., Moodle, Sakai) • shares information-literacy tutorials and videos with students and teachers (e.g., Kent State University's T2C) • encourages the use of free, online collaboration tools for word processing, creating slideshows, authoring websites, creating personal learning networks, sending e-mail, etc. (e.g., Google Apps for Education, Mozilla, Firefox, Gel sheet) • teaches students metacognition skills before launching a unit by modeling "thinking about thinking" strategies • encourages students to share book reviews that support their reading recommendations because 21st-century students expect to participate in adding resources to their personal learning networks

3B - Using Questioning and Research Techniques • Quality of questions • Research techniques • Student inquiry **Accomplished**: School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	• models "think aloud" reading for students; don't just "tell" • teaches students how to use an electronic auto-summarizing tool to shorten reading passages and boost comprehension • teaches strategies by reading aloud and modeling rereading for comprehension of difficult passages • provides print and electronic graphic organizers for students (e.g., Kidspiration and Bubbl.us) • uses online tools to teach students how to refine their inquiry research with incorporation of Boolean search strategies • teaches students to evaluate their research sources, particularly websites, and judge their credibility • creates a technology club that researches and discusses emerging technologies and meets for lunch periodically • determines what students know, as well as what they don't, using pretesting, brainstorming, and other assessment strategies • uses electronic graphic organizers to help students narrow their focus • includes the use of self-inquiry tools such as double-column journal entries to evaluate student process
3C - Engaging Students in Learning • Instructional materials and resources • Expectations for students **Accomplished**: School Library Media Specialist usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	• teaches students to use the summarizing tool in their word processing program to aid reading comprehension • creates a set of webpages that contain subject guides and pathfinders to guide inquiry research (e.g., LibGuides, SubjectsPlus) • locates website content and lessons to teach critical-thinking skills to students • uses personal devices, such as the e-reader tablet and netbook, at school during student lessons to model use of emerging technology • connects students to websites that contain content and strategies that support critical-thinking skills • locates website content and lessons to teach critical-thinking skills to students • stimulates critical thinking in collaborative lessons by including multiple activities such as brainteasers, optical illusions, mind maps, and online simulations • uses free social media and open-source tools
3D - Assessment in Instruction (whole class, one-on-one and small group) • Assessment criteria • Monitoring of student learning • Quality feedback • Student self-assessment and monitoring of progress **Accomplished**: In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The	• monitors students as they create and maintain permanent displays devoted to reading, such as Predictive Assessment of Reading (PAR) charts • connects students to websites that contain content and strategies that support critical-thinking skills • uses performance-based assessments to evaluate authentic products such as cartoons, recipes, and interventions • introduces a "conference log" to track conversations with students about their progress with library-related assignments • shares with students self-reflective tools, such as suggestion boxes, electronic surveys, and polling, and student response systems (SRS or "clickers"), so learners can help evaluate collaborative units at the end of the project • uses information-literacy assessment tools designed to evaluate students' information literacy skills at all grade levels • encourages students to use Web 2.0 tools to build and manage their own virtual space, including a portal, a personal learning network, and a personal portfolio

school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	• creates posters that show how to align social media formats to appropriate student products, and hang the posters in the library space to guide student work • posts material about evaluation criteria tools, citation formats, and acceptable-use policy (AUP) forms on LMC website, LMC social media page, and school's learning management system (e.g., Moodle, Blackboard) • teaches students to locate not only quantitative data, but encourage the collection of qualitative data as well (e.g. blog responses and anecdotal polls) • offers students tools such as muddiest point, one-minute paper, journals, and focus groups to evaluate completed units • promotes student-generated rubrics to motivate students' intrinsic "buy in" • uses tablet computers to assess students by employing immediate feedback features such as screen casting to drive instruction • encourages students to tweet their responses in place of written exit slips • creates a step-by-step rubric for students to revise their work and allow class time for students to complete the rubric
3E - Demonstrating Flexibility and Responsiveness • Teaching strategies • Lesson adjustments • Response to students • Persistence **Accomplished**: The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	• revisits learning/reviewing reading strategies for school's grade levels and curriculum • invites public and academic librarians to speak with students on a variety of topics • initiates a sustained silent reading initiative such as "Drop Everything and Read" (D.E.A.R.), and includes one or all grade levels in the school • integrates learning styles (e.g., spatial) and multiple intelligences (e.g., interpersonal) into library lessons • creates posters that show how to align social media formats to appropriate student products, and hangs the posters in the library space to guide student work • integrates learning styles and multiple intelligences into lessons • monitors students and makes adjustments in teaching as lessons are presented • personalizes LMC instruction to fit each learner and incorporates student interests into lessons

Domain 4: Professional Responsibilities - Library Media Specialist	
Component	**Samples of evidences that may be evident during observation visit**
4A - Reflecting on Practice • Reflection • Vision • Change	• peruses library journal articles for ideas to convert LMC spaces to reading-rich areas that attract students • researches and reads literature on collection development, such as AASL's Collection Development for the School Library Media Program: A Beginners Guide • invites public and academic librarians to speak with students on a variety of topics • reads library and technology journals for technology and social media tips

Accomplished: The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	• sets up alerts or RSS feeds for articles about teaching and technology • subscribes to technology magazines • keeps abreast of learning theory research (e.g., right/left brain theory) • converts LMC data into goals and uses the information to continuously improve the school library program • ties LMC collection policy to library, school, and district strategic plans – especially their missions, vision statements and goals • lobbies for a strategic library plan and makes sure the school library is part of the district strategic plan • ensures LMC mission and vision statements are tied to the school and district missions and vision statements • creates a study in the building to determine what teachers and students think about how the school library supports their learning • studies a variety of strategic plan formats before choosing one for the library; considers creating an e-version of the plan • examines other school websites to garner ideas for the library and searches for social-media and Web 2.0 links to add • plans and assesses the school library program using KDE's "Library Media Program Rubric" from *Beyond Proficiency @ your library*
4B - Maintaining Accurate Records • Catalog • Circulation • Statistics • Inventory • Using Data **Accomplished**: The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.	• participates on school-wide committees that use data-driven decision making for planning and setting goals (i.e., budget proposals, collection development goals) • uses Web 2.0 tools, such as electronic calendars and other individual assistance tracking tools, to collect evidence of practice • schedules periodic meetings with principal (at the end of grading periods) and superintendent (at the end of the semester), and submits periodic reports in multiple formats • determines the extent to which collaboration improves student learning; documents findings • uses the results of library program evaluations, such as surveys, to plan future initiatives • bases library program goals on the data collected about impact on student learning • shares evidence of student learning in the library with principal on a regular basis via reports, e-mails, and anecdotes • uses the results of LMC inventory as supporting evidence for budget requests • takes advantage of library automation software module that includes a barcode inventory procedure and has student volunteers help with inventory • creates links on library webpage to public library and academic catalogs in the area • uses bookmarking (e.g., LiveBinders, Diigo, Delicious, Weave) and digital portfolio tools (e.g., Evernote, WordPress) to organize new information and resources, and pushes the new knowledge to the librarian's personal learning network • bases professional practice and decision-making on the best evidence in the library literature, the evidence collected locally, and professional judgment • ties professional development plan and personal learning network activities to the program goals of the library and district

4C - Communicating with School Staff and Community • Information about the library program • Advocacy **Accomplished**: The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	• invites principal or assistant principal to serve on LMC diverse and collaborative school library program planning team • uses resources, such as the AASL's School Library Program Health and Wellness Toolkit, to build stakeholder support and true advocacy for the program • arranges for students to communicate their work to an audience of parents and school staff • collects student input via student response systems (SRS) or cell-phone polls during lessons • adds library news to school district mailings • asks to be included in teachers' newsletters that are sent home to parents • researches how reading strategies help students understand database-retrieved articles • communicates with the parents of students by making introductory calls over the course of the school year • holds open houses and hosts parent-teacher conferences • shares reading recommendations on OPAC and website with Web 2.0 tools, and adds a reading-review system to provide interactivity (e.g., Bookshelf, ChiliFresh) • asks for column space in the school newspaper that is sent home with students • pushes technology website links and articles to teachers • shares the AASL Common Core crosswalks with teachers and administrators, and talks to them about application of standards across all curriculum areas • shares a research calculator product with teachers so they can help their students organize their process and product (e.g. College Research Project Calculators, such as INFOhio Ask, Act, Achieve and the University of Maryland's TRAC) • communicates with students and teachers about quick, nontraditional summative assessment methods in e-formats such as creating book trailers • uses participatory action research, with the help of the library advisory committee, to collect evidence that the library impacts learning • leads library advisory committee's efforts to obtain additional dollars through fundraisers • convinces parent-teacher organization to support the library by distributing reading is fundamental trade books or sharing book fair earnings • shares reading lists by posting them on LMC interactive 24-7 library website • promotes reading information generated by school library OPAC and highlights the feature that reveals the most popular materials checked out by fellow students • shares with parents information about resources their children might need, such as audio versions of novels their children are struggling to read in print or "sick kid" kits with extended checkout • uses a free online learning-management system (e.g., moodle, sakai) to push library information to students and parents • shares data collection methods with other teachers one-to-one or in a staff development environment by showing them how to collect data from blogs, tablet computers, and online testing • uses library website to roll out new information and makes the site interactive by including social-media tools

	• invites building parent-teacher organization members to be in "friends of the library" group based on their interest in reading initiatives and event-planning skills • shares library program goals with parents and encourages PTO members to participate in the library as volunteers or library advisory committee members, depending on their qualifications and interests • uses the members of the library advisory committee to provide input on library policies and solicits opinions from their stakeholder groups, including faculty, administration, students, volunteers, parent-teacher organizations, parents, and the community • contributes to feature articles in school newsletter, local newspaper, and state's school library association publication
4D - Participating in a Professional Community • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues **Accomplished**: School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	• participates on school-wide committees that use data-driven decision making for planning and setting goals • joins district-wide committees such as technology and rti (response to intervention) • requests to be on SBDM agenda to share student products, programs, promotions, etc. • Requests to be on department/team/grade level meeting agendas (weekly, biweekly, monthly) and joins school-wide committees such as technology, professional development, and curriculum • attends school activities, such as the science fair, quiz bowl, and drama club, or leads school activities, such as a book club or technology club • conducts promotional events at the local, state, and national levels, as well as participates in summer reading programs in the district and with public libraries • adds technology blogs to PLN (Personal Learning Network) • participates in national, regional, and state school library association workshops on methods of collecting evidence of practice • shares LMC reconsideration policy with teachers and students to create a community of understanding about censorship • keeps up to date with the cutting-edge instructional strategies, including teaching, assessment and emerging technologies, in order to provide input at committee meetings • joins the national college and career readiness movement to make sure students are ready to transition. • offers homework help programs, such as technology instruction for parents, and family literacy nights in the library • builds a virtual personal learning network (PLN) as a structure to organize professional development and includes blogs by library professional, other professional learning networks, webinars, tutorials, and social media • offers quick one-on-one technology or inquiry-learning sessions after school or during planning periods; creates sign-up sheets with available time slots and posts it on LMC website • joins a school team or committee whose purpose is to research a new initiative, such as one-on-one technology, college and career readiness, bringing personal devices (BYOD), or sustained silent reading (SSR), because the librarian's work is that of the whole school • volunteers to be a member of building or district-wide Response to Intervention (RTI) team to help improve student learning

4E - Growing and Developing Professionally • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession **Accomplished**: School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.	• attends chamber of commerce meetings and seeks out sponsors in the business community • joins the parent-teacher organization, the friends group of the local public library, local museum groups, and other nonprofit organizations, and includes their expertise in LMC lessons • visits a variety of libraries to get ideas on floor plans that support the "learning commons" concept • presents professional learning to teachers on sources of free e-books, and promotes e-books in school and public library catalogs • attends public library or other local tech training opportunities • subscribes to top professional library journals, such as *Knowledge Quest*, *School Library journal*, *School Library Monthly*, *Library Media Connection*, and *Teacher Librarian*, and puts reading articles on a weekly to-do list • gets on the agendas of teachers' meetings, department meetings, curriculum meetings, and board of education meetings to share new learning from conference sessions and other professional development venues • stretches professional skills by teaching Post-Secondary Education Option (PSEO) classes, adult education sessions, community college courses, and four-year college courses • considers becoming a National Board Certified Teacher (NBCT) in K-12 Library Media/Early Childhood through Young Adulthood, the highest certification school librarians can attain • publishes articles in national school library journals such as *Knowledge Quest*, an AASL publication for school library professionals • uses love of reading and learning to stay abreast of current research and issues in the field of librarianship, such as formative assessment strategies, social-media learning tools, and one-on-one digital devices for students • gathers input from stakeholders via electronic surveys and other data collection systems, and uses the input to inform decision-making about library policies • develops instructional leadership by attending department, curriculum, standards, strategic planning, intervention, and technology meetings • requests to be placed on the parent-teacher organization agenda and makes presentations about events and celebrations, such as School Library Month, and about the Reading is Fundamental (RIF) initiative
4F - Collection Development and Maintenance • Assessment • Selection/Weeding **Accomplished**: School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	• consults with students about collection processes • utilizes vendor services such as collection mapping, age of collection reports, and reading level measurements • polls students to learn their preferences before ordering new materials and motivates them by adding to the collection the latest popular series novels and nonfiction best sellers • uses the collection-mapping tools provided in library automation software • uses the inventory process to become acquainted with LMC collection, weeds, and notes areas to develop • uses the reports section of library automation software to generate evidence such as curriculum mapping and materials used in the library • sets up periodic meetings with information technology (IT) staff to make sure program goals are met

	• uses proven methods such as CREW and MUSTIE to guide weeding and teaches weeding criteria to library staff so they can help
4G - Managing the Library Budget • Data driven decisions • Budget development • Record keeping **Accomplished**: School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.	• communicates with a variety of vendors to get competitive pricing and takes advantage of trial periods offered by e-database publishers • maintains collaborative relations with vendors to take advantage of best prices and complimentary services • includes library funding needs in the action plans aligned with program goals • ties budget requests, especially increases or special funding, to the LMC strategic plan • ties budget requests to LMC mission and goals, describes how budget items will improve learning, puts the facts in reports and spreadsheets, and disseminates them • shares with other libraries the cost of author/speaker visits • meets periodically with IT staff to discuss purchases, certificates of training, and emerging technologies • writes a grant to purchase student response systems (SRS or "clickers") to use in the library • uses data-driven, decision-making to inform LMC program planning, uses evidence such as demographics, test results, state standards, and library automation software statistics • researches state studies of school libraries, finds published evidence that supports how librarians impact student learning, and uses it in annual budget proposal • provides evidence of learning improvements to budget meetings, and involves student and parent advocates. • ties budget requests with improving learning • seeks ways to improve budget to level recommended in *Beyond Proficiency @ your library* (KDE's guidelines for effective library media programs)
4H - Managing Personnel • Motivating leadership • Delegating responsibility • Training • Supervision **Accomplished**: School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	• asks parents to volunteer to participate in library story hours and other library events • uses an online open-source learning management system (e.g., Moodle, Sakai) to develop a blended class for student volunteers; provides resources and lessons, and includes their library duties as performance-based evaluation • invites people from all stakeholder groups – including parents, administration, teachers, students, and the community – to volunteer in the library • uses information found in research articles to drive the creation of library job descriptions • provides each volunteer an orientation program and handbook so that all members of the library team know their duties and understand the school library program standards

4I - Professional ethics • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality **Accomplished**: School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	• addresses the concepts of censorship and plagiarism within the context of collaborative lessons and applies the concepts to student-generated products • reviews netiquette, Internet safety, and ethical use of online social-media tools (e.g. Facebook, Twitter, and Skype) • includes ethical policies on library website, social media page, and learning-management system • asks principal and technology teachers to address students about plagiarism • explains fair use with regard to illustrations and other non-print materials • explains the concept of digital citizenry to students • creates posters, displays, and lessons to remind staff and students that resources in all formats-including printed text, oral and electronic resources, slides and visuals-need to be cited • asks students on the newspaper staff to help poll the student body on issues • arranges with administrators for opportunities to educate teachers, students, and parents about ethical and acceptable use policies • implements library events such as Banned Websites Awareness Day, Banned Books Week, and Choose Privacy Week to support the concepts of intellectual freedom • creates an intellectual-freedom policy as part of the LMC collection-development policy and posts it in the library, classroom, and cyberspace • makes sure school personnel do not practice censorship by removing materials without going through the step-by-step reconsideration process established by the SBDM Council • collaborates with IT department to set up a cyber-safety program for parents to inform them about netiquette, AUPs, and stranger-danger on the Internet