TLE Evaluation Rubric
Media Specialist
Digital Literacy Specialist
2023-2024

1	Domain: **Library Management**
	Indicator: **Managing Student Behavior**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Clear procedures have not been established for student behavior. Does not monitor student behavior. Has a primarily punitive approach to managing student behavior.	Some procedures and standards have been established for student behavior. Is inconsistent in monitoring student behavior.	Clear procedures have been established for student behavior. Monitors student behavior as problems arise. Consistently demonstrates respect for students in handling any behavior issues.	Clear procedures have been established for student behavior. Monitors student behavior proactively before problems arise. Consistently demonstrates respect for students in handling any behavior issues.	Clear procedures have been established for student behavior. Monitors student behavior proactively before problems arise. Consistently demonstrates respect for students in handling any behavior issues. Works with teachers to create consistent, positive procedures.

2	Domain: **Library Management**
	Indicator: **Creating a Culture for Learning**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school library environment is uninviting. Physical resources and space within the librarian's control are poorly organized for various functions.	The school library environment is somewhat organized. Physical resources and space within the librarian's control are arranged more for the convenience of library staff than for students.	The school library environment is inviting and conducive to student learning. Physical resources and space within the librarian's control are organized for various functions considering accessibility and safety.	The school library environment is inviting and conducive to student learning. Physical resources are organized for individual, collaborative and group work. Students are encouraged to engage in learning activities beyond assigned class time.	The school library is a true learning commons where the whole school community feels comfortable to gather, explore and share learning ideas. Physical resources are organized and flexible enough to respond to the needs of the school, groups, and individual students.

3	Domain: **Library Management**			
	Indicator: **Managing Library Procedures**			

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No procedures for circulation and scheduling library facilities and resources have been established resulting in limited access.	Some procedures for circulation and scheduling of library facilities and resources have been established.	Procedures for circulation and scheduling have been established providing for adequate access to the library facilities and resources.	Positive procedures for circulation and scheduling have been established and widely accepted by the school community. Procedures promote access to the library facilities and resources.	Positive procedures are in place for all routine services resulting in optimal access to the library facilities and resources. Flexibility in procedures and scheduling maximizes the availability of the school librarian's expertise and library resources.

4	Domain: **Library Management**			
	Indicator: **Collaborating with Teachers**			

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Collaboration does not occur with teachers. Is not knowledgeable about CCSS.	Limited collaboration exisits with teachers. Has limited knowledge about CCSS.	Collaboration occurs with some teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units. Promotes project-based learning and transition to CCSS.	Collaboration occurs with most teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units. Promotes project-based learning and transition to CCSS. Lessons promote research skills and critical thinking.	Initiates collaboration and seeks out teachers for co-planning and co-teaching. Leads in promoting project-based learning and transition to CCSS. Lessons promote research skills and critical thinking.

5	Domain: **Library Management**				
	Indicator: **Administrative Management and Records**				
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Records are not maintained systematically or available in a timely fashion.	Keeps some records accurate and up-to-date including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics. Required and requested reports are submitted in full and on time.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics. Required and requested reports are submitted in full and on time. Data and librarian expertise is sometimes used in decision-making and are always willingly available.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics. Data beyond what is required is gathered, interpreted and communicated to administrators and or stakeholders for planning and improving the library program.

6	Domain: **Library Management**				
	Indicator: **Developing Collection**				
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Acquires resources without careful assessment of current collection. Does not "weed" collection to remove outdated and unattractive materials. Does not seek input from staff and/or students.	Acquires resources with little assessment of current collection. Occasionally weeds to ensure holdings meet curriculum needs. Rarely seeks input from students or staff.	Regularly assesses, acquires resources, and weeds collection to update holdings and ensure curriculum and student / staff needs are met. Seeks input from both students and staff.	Acquires resources based on assessment data and input from stakeholders including staff and students. Continuously weeds the collection to update holdings and meet curriculum needs. Monitors trends to develop a progressive collection.	Advocates for funding needs when necessary (grants, school and community foundations) to maintain a collection of resources and equipment that is responsive to changing instructional needs and student interests. Monitors trends to develop a progressive collection.

7	Domain: **Library Management**				
	Indicator: **Administering Library Budget**				
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Does not develop an expenditure plan or maintain spending records. Ignores spending deadlines which results in the forfeiture of funds.	Develops an expenditure plan that does not reflect the needs of the library program. Unfamiliar with established policies for managing the budget and has overlooked some spending deadlines.	Develops expenditure plan that adequately maintains the library program and supports the mission of the school. Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Develops expenditure plan that extends beyond the current year in order to establish a comprehensive library program that supports the mission of the school. Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Using data effectively, develops a comprehensive expenditure plan that allows for a progressive library program that supports the mission of the school. Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.

8	Domain: **Library Management**				
	Indicator: **Supervising Personnel**				
1 **Ineffective**	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
No training, supervision, or evaluation of library support staff.	Minimal training, supervision, or evaluation of library support staff utilizing district and/or state mandated processes.	Training, supervision, and evaluation of library support staff are thoughtful and consistent.	Delegates tasks and provides adequate training, consistent supervision, and thoughtful evaluation of library support staff.	Expectations are clearly defined promoting an effective library program that includes delegation, training, supervision, and evaluation of library support staff following district and/or state mandated processes. Encourages library support staff to work independently and creatively perform library tasks.

Evaluator note regarding Indicators #9 through 15.

Please consider that the Librarian does not always have full control of lessons and assessments when co-planning and co-teaching with peers. Typically, librarians are operating in a give-and-take, cooperative mode. Exemplary Librarians gently guide teaching partners toward highly effective and superior lesson development, delivery and assessment.

9	Domain: **Instructional Effectiveness**
	Indicator: **Demonstrating Knowledge of Curriculum**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not exhibit awareness of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is somewhat aware of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process. Makes curriculum and learning connections for students.	Has a broad knowledge of the curriculum and correlates it to the forms of literacy, resources, and a research process. The connections are effectively articulated and modeled.	Has commendable knowledge of the curriculum and its application to the library program. Actively seeks other resources from agencies, organizations and institutions within the community and beyond for curriculum support.

10	Domain: **Instructional Effectiveness**
	Indicator: **Supporting Instructional Goals**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate comprehension of the educational disciplines, diverse school population, necessary resources, and services to support instructional goals. Has low expectations for students.	Demonstrates limited comprehension of the educational disciplines and diverse school population. Provides some services to support instructional goals. Has limited expectations for students.	Demonstrates basic comprehension of the educational disciplines and diverse school population. Provides adequate resources, technology and services to support instructional goals. Collaborates with teachers to integrate literacy and reading strategies. High expectations for students are present and consistent.	Demonstrates full comprehension of the educational disciplines and diverse school population. Provides the resources, technology and services to support instructional goals. Collaborates with teachers to integrate literacy and reading strategies into core content units of instruction. High expectations for students are present and consistent and nurtured.	Demonstrates exemplary comprehension of the educational disciplines and diverse school population. Expertly provides resources, technology and services to support instructional goals. Consistently collaborates with teachers to create and integrate instruction. High expectations for students are always present as evidenced by highly engaged and productive learners.

11	Domain: **Instructional Effectiveness**
	Indicator: **Demonstrating Knowledge of Traditional and Non-Traditional Literature & Reading Support**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Has minimal knowledge of fiction and nonfiction literature, and does not actively encourage reading for pleasure or lifelong learning.	Has limited knowledge of fiction and nonfiction literature, and inconsistently encourages reading for pleasure and lifelong learning.	Has a sufficient working knowledge of literature and resource materials to help students and staff select the "right" book or other material to match their needs and interests. Encourages reading for pleasure and lifelong learning using both traditional and emerging technological strategies and tools.	Has an exceptional knowledge of literature and resource materials. Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning. Creates extra reading activities and opportunities that engage students beyond typical classroom assignments and or traditional book talks and displays.	Has a superior knowledge of literature and resource materials. Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning with students, faculty, and parents. Partners with teachers, school staff and the community to promote reading programs and initiatives.

12	Domain: **Instructional Effectiveness**
	Indicator: **Communicates Effectively with Students**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not communicate with students. Procedures are not taught and instructional directions are not clear. Technology is not used.	Makes a limited attempt to communicate with students. Directions and procedures are often confusing and inconsistent. Technology is rarely used and/or limited in type and scope.	Clearly communicates directions and procedures with students. Technology is used when appropriate.	Effectively communicates directions and teaches procedures to students. Reinforcement and clarification are provided on an ongoing basis. Various technologies and methods are utilized to demonstrate and model the correct usage of library resources and their use is encouraged.	Effectively communicates directions and procedures in verbal and written format to students. Misunderstandings are anticipated and dealt with in a timely manner. Innovative technologies are used effectively to demonstrate how to use the library in real and virtual environments. Students are active participants in teaching, modeling, and sharing.

13	Domain: **Instructional Effectiveness**
	Indicator: **Using Quality Questioning Techniques with Students**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not attempt to question or use an inquiry-based approach to learning with students.	Includes some lower level questions in lessons, yet fails in eliciting higher level thinking from students.	Understands and supports core curriculum instruction and assists in the transition to CCSS. Uses inquiry-based strategies to elicit higher level thinking.	Designs and supports CCSS by often using open-ended and probing inquiry-based questions that guide and help students independently formulate their own questions about their research topics.	Takes leadership role in the design and implementation of the CCSS. Consistently uses open-ended and probing questions that guide students in the formulation of relevant questions about their research topics. Encourages students to use various processes to refine their research techniques and extend their own learning and thinking.

14	Domain: **Instructional Effectiveness**
	Indicator: **Assessing Students**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Student learning is not monitored.	Student learning is sometimes monitored. Occasionally uses teacher or librarian-created assessment tools. Does not share rubrics or communicate expectations with students.	Student learning is monitored, using primarily formative assessment tools as appropriate, Ex: teacher or librarian-created rubrics; exit cards to check understanding; observation during student learning activities. Students are aware of the evaluation process and are involved in some self-assessments. Provides timely feedback to students. Assessment data is reviewed to improve teaching.	Student learning is monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian-created rubrics; exit cards to check understanding; observation during student learning activities. Students often participate in the evaluation process, peer reviews and self-evaluation. Assessment data is reviewed to improve teaching.	Student learning is consistently monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian- created rubrics; exit cards to check understanding; observation during student learning activities. Students participate in the development of evaluation tools. Evaluation is authentic, involving students in "real world" applications. Students routinely evaluate themselves and peers. Students reflect on their learning process as well as their work. Assessment data is reviewed to improve teaching.

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15	Domain: **Instructional Effectiveness**				
	Indicator: **Developing Lessons**				

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
National and state teaching standards are not consulted. Instructional plans are inadequately developed or nonexistent.	National and state teaching standards are sometimes consulted. Instructional plans are inadequately developed and fail to differentiate to address individual student needs.	Lesson plans are aligned to national and state teaching standards. Instructional plans are developed to meet the individual learning styles and capacities of a diverse student population.	Lesson plans are aligned to national and state teaching standards. Instructional plans are fully developed to meet the learning styles and capacities of a diverse student population. Lessons are altered based upon student responses and behaviors.	National and state teaching standards are addressed when developing lesson plans. Instructional plans are created to meet the learning styles and capacities of a diverse student population. Lessons are continually altered based on student responses and behaviors. Modifications and adjustments occur seamlessly throughout the lesson resulting in student engagement and success.

16	Domain: **Professional Growth & Continuous Improvement**				
	Indicator: **Reflecting on Professional Effectiveness**				

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not reflect on the effectiveness of teaching practices or library services offered. Resists change, and does not meet the needs of the school community.	Occasionally reflects on the effectiveness of teaching practices and library services offered. Minimal change and growth are evident.	Often reflects on the effectiveness of teaching practices and library services offered. Reflection results in changes in practices and services.	Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals. Reflection results in changes in practices and services with resulting growth in evidence.	Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals. Proactive in making the necessary changes and adjustments to routine instructional practices. Initiates and implements library learning opportunities for the staff.

17	Domain: **Professional Growth & Continuous Improvement**				
	Indicator: **Growing and Developing Professionally**				

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely participates in site and departmental professional development opportunities. Resists performance feedback from both supervisors and fellow librarians.	Minimal participation in site and departmental professional development opportunities. Occasionally accepts performance feedback from supervisors or fellow librarians.	Participates regularly in required site and professional development activities. Shares learning with others. Accepts performance feedback from both supervisors and fellow librarians. Makes changes as needed.	Participates regularly in professional development activities beyond minimum requirements and consistently shares learning with others. Welcomes performance feedback from supervisors, fellow librarians, and learning communities.	Consistently searches for professional development opportunities in order to grow professionally and to share learning received with others. Seeks feedback from supervisors, fellow librarians, and learning communities. Makes changes as needed. Leads training workshops for teachers, administrators, or fellow librarians both inside and outside local learning community.

18	Domain: **Interpersonal Skills**				
	Indicator: **Communicating with School Staff**				

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not communicate information about the school library services, resources, and programs.	Rarely communicate information about the school library services, resources and programs. Communication is minimal and intermittent.	Communication about the school library is positive, ongoing, and consistent.	Communication about the school library is positive, ongoing, and consistent. Effectively promotes library resources and services, using multiple formats and communication channels. Communication is often targeted to meet the needs of specific school departments and teams. The librarian actively listens and responds positively to feedback from stakeholders.	Consistently publicizes library programs and services using multiple formats. Communication includes not only school library services, but information about the public library and other entities that support the learning community. Feedback from the stakeholders is solicited and utilized to strengthen the library program.

19	Domain: **Interpersonal Skills**

Indicator: **Communicating with School Stakeholders**

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No engagement for family involvement in the education program is existent. In fact, the absence of information preempts and discourages involvement.

Communications, may the delivery be written, non-verbal or verbal, is vague. Communication is branded by tactlessness, degrading language, and patronizing posturing.

Self-promoted, self-serving interests control the process for decision making. Consultation and collaboration with other staff members is non-existent. | Engagement for family involvement in the education program is inconsistent in offering and application.

Regardless of the communication approach, the delivery is being interpreted as inconsiderate. Additional explanations are required to avoid confusion.

Decision-making follows the pattern "fire, then take aim." If the target is hit it is simply a matter of chance and luck. | Positive and professional communications with families are routine and woven into the culture of all encounters.

School procedures for communicating with families are in commonplace evidence.

Uses effective communication skills with students (verbal, written, and nonverbal) that are clear, solicitous, helpful, and rarely requiring further explanations.

Collaboration and consultation for decision making reflect genuine professional consideration. | Interacts and communicates with families in a positive, sensitive, professional manner.

Complies with school processes and procedures for interconnecting with families.

Oral, written, and nonverbal communication is rich, caring, perceptive and positive.

Further explanations to avoid confusion are not needed.

Open-mindedness, collaboration and partnership are the keystones of decision-making.

Respects and considers the thoughts and ideas of others. | Communicates consistently and sensitively with families, and uses various methods to engage them and invite their support and participation.

Verbal, written and nonverbal communication is clear, considerate, sensitive and positive.

Communication is comprehended and appreciated by diverse stakeholders.

Takes a leadership role in sponsoring that all collaborative decisions are based on the highest professional standards of teamwork.

Seeks out the expertise and opinion of other professionals before making decisions that may impact others. |

20	Domain: **Leadership**				
	Indicator: **Contributing to School and Professional Communities**				
Ineffective	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Provides no evidence of leadership. Declines becoming involved in school and or district events and projects.	Rarely becomes involved in school events or district projects. Prevents or blocks collegial team growth by refusing to share knowledge with others. Rarely contributes to the modification of school practices that would result in students being better served by the school.	Partakes in school events when asked. Joins in school and district projects when asked. Employs appropriate involvement tactics to contribute to the profession. Assumes a preemptive role in addressing student prerequisites.	Without prompting, volunteers to participate in school activities making a extensive contribution. Participates actively in supporting other educators and staff members of the building. Has internalized the concept and work ethics of TEAM, both at the departmental and building levels, to safeguard that all students receive a just and equal opportunity to do well.	Not only volunteers but leads school events or district projects and initiatives making a substantial impact. Initiates vital activities to contribute to the profession, such as mentoring new staff members, writing articles or curriculum units for use, publication or posting, or creating and sharing presentations. Makes a specific effort to challenge damaging attitudes and perceptions, and assists by ensuring that all students; principally, the underserved, are represented with needs addressed.

21	Domain: **Leadership**				
	Indicator: **Adhering to Professional Ethics**				
Ineffective	**2** **Needs Improvement**	**3** **Effective**	**4** **Highly Effective**	**5** **Superior**
Does not adhere to the professional ethics of librarianship. Have no established policies or exhibits behaviors that are unnecessarily restrictive in providing access to resources and services to all or part of the members of the school community.	Is inconsistent in demonstrating library ethics and principals including copyright adherence, and full and equal access to resources and services.	Is knowledgeable of the ethics of librarianship. Follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. Promotes access to everyone within the school community.	Is knowledgeable of the ethics of librarianship. Informs others of copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. Promotes access to everyone within the school and the school community.	Through teaching and practice, demonstrates a proficient commitment to the professional ethics of librarianship. Assumes a leadership role relative to training in and adherence to the American Library Association's Code of Ethics. Models ethical sharing of resources within the school and the school community.