

Formal Observation/Evaluation Rubric – Media Specialists

Media Specialist _____ School _____ Participants _____

Activity _____ Observer _____ Date _____

Summary of the Activity _____

Evidence of Professional Activity

Domain 1: Planning and Preparation

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1.1 Demonstrating Knowledge of Literature, Information Technology, and 21st Century Learner Standards	Media specialist demonstrates little or no knowledge of literature, information technology, and 21 st Century Learner Standards.	Media specialist demonstrates limited knowledge or literature, information technology, and 21 st Century Learner Standards.	Media specialist demonstrates thorough knowledge of literature, information technology, and 21 st Century Learner Standards.	Media specialist draws on extensive professional resources, demonstrates rich knowledge and understanding of literature, information technology, and 21 st Century Learner Standards.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1.2 Demonstrating Knowledge of the School's Performance Plan and Student Needs Within the Academic Program	Media specialist demonstrates little or no knowledge of the school improvement plan (SIP) and little or no knowledge of student needs for information skills within the academic standards.	Media specialist demonstrates basic knowledge of the SIP and little or no knowledge of student needs for information skills within the academic standards.	Media specialist demonstrates thorough knowledge of the SIP and knowledge of student needs for information skills within the academic standards.	Media specialist takes a leadership role with the school to advocate the information skills needed by students within the SIP and academic program.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1.3 Establishing Goals for the Library/ Media Program Appropriate to the Age Level of Students Served and the SIP	Media specialist has no clear goals, or goals are not appropriate to the age of students and the SIP	Media specialist's goals are rudimentary and are partially suitable to the age of students and the SIP	Media specialist's goals are clear and appropriate to the age of students and the SIP	Media specialist's goals for the media program are highly appropriate to the situation in the school, to the age of the students, to the SIP, and have been developed following consultations with students and colleagues.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1.4 Demonstrating Knowledge of Resources and Technology within the School, District, and Community	Media specialist demonstrates little or no familiarity with resources and technology to enhance own knowledge, to use in teaching, or for students who need them.	Media specialist demonstrates basic knowledge of resources and technology available for students and teachers in the school, the district and the community.	Media specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community.	Media specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community, and actively seeks out new resources from a wide range of sources to enrich the school's program.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1.5 Developing and Implementing a Plan to Integrate the Media Program into the School Performance Plan	Media specialist's program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Media specialist's program has a guiding principle and includes a number of worthwhile activities, but some do not fit with the broader goal.	Media specialist's program is well designed to support both teachers and students with their information needs.	Media specialist's plan is highly coherent, taking into account scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection. The plan has been developed after consultation with teachers and administrators.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
1.6 Developing a Plan to Evaluate the Media Program	Media specialist has no plan to evaluate the media program or resists suggestions that such a plan is important.	Media specialist has a rudimentary plan to evaluate the media program.	Media specialist's plan to evaluate the media program states clear goals and shows a collection of evidence to prove the goals have been met.	Media specialist's evaluation plan is highly sophisticated, with a variety of sources of evidence and a clear vision of how the media program can be improved year after year.

Evidence

Domain 2: The Environment

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>2.1 Creating an Environment of Respect and Rapport</p>	<p>Interactions, both between the media specialist and students and among students are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>Interactions, both between the media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Interactions, both between the media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>	<p>Interactions among the media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the media center.</p>

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>2.2 Establishing a Culture for Investigation and Love of Literature</p>	<p>Media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.</p>	<p>Media specialist goes through the motions of performing the work of the position, but without any real commitment to it.</p>	<p>Media specialist, in interactions with both students and colleagues, conveys a sense of importance of seeking information and reading literature.</p>	<p>Media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.</p>

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2.3 Establishing and Maintaining Media Center Procedures	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Media assistants are confused as to their role.	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for media assistants are partially successful.	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly. Media assistants are clear as to their role.	Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Media assistants work independently and contribute to the success of the media center.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2.4 Managing Student Behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
2.5 Organizing Physical Space to Enable Smooth Flow	Media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.
Evidence				

Domain 3: Delivery of Service

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>3.1 Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within the Budget Limitations</p>	<p>Media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically weed the collection of outdated material. Collection is unbalanced among different areas.</p>	<p>Media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.</p>	<p>Media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas.</p>	<p>Media specialist selects materials for the collection thoughtfully and in consultation with stakeholders, and periodically weeds the collection of outdated material. Collection is balanced among different areas.</p>

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
<p>3.2 Collaborating with Teachers in the Design of Instructional Units and Lessons</p>	<p>Media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.</p>	<p>Media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.</p>	<p>Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.</p>	<p>Media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.</p>

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3.3 Engaging Students in Enjoying Literature and in Learning Information Skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3.4 Assisting Students and Teachers in the Use of Technology in the Media Center	Media specialist declines to assist students and teachers in the use of technology in the media center.	Media specialist assists students and teachers in the use of technology in the media center when specifically asked to do so.	Media specialist initiates sessions to assist students and teachers in the use of technology in the media center.	Media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the media center and throughout the educational environment.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
3.5 Demonstrating Flexibility and Responsiveness	Media specialist adheres to the media program, in spite of evidence of its inadequacy.	Media specialist makes modest changes in the media program when confronted with evidence of the need for change.	Media specialist makes revisions to the media program when they are needed.	Media specialist is continually seeking ways to improve the media program and makes changes as needed in response to student, parent, or teacher input.

Evidence

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4.1 Reflecting on Practice	Media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media specialist makes some specific suggestions as to how the media program might be improved.	Media specialist's reflection is highly accurate and perceptive, citing specific examples. Media specialist draws on an extensive repertoire to suggest alternative strategies.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4.2 Preparing and Submitting Reports	Media specialist ignores teacher requests when preparing requisitions and does not follow proper procedures for inventories and reports.	Media specialist sometimes listens to teacher requests when preparing requisitions and sometimes completes inventories and reports in a timely manner.	Media specialist honors teacher requests when preparing requisitions and follows established procedures to complete inventories and reports in a timely manner.	Media specialist anticipates teacher needs when preparing requisitions, follows established procedures and suggests improvements. Inventories and reports are completed in a timely manner.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4.3 Communicating with Parents and Community	Media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Media specialist routinely engages in outreach efforts to parents and the larger community.	Media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefits.
Evidence				
4.4 Participating in a Professional Community	Media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school/district events and initiatives.	Media specialist's relationships with colleagues are cordial, and the specialist participates in school/district events and initiatives when specifically requested.	Media specialist participates actively in school/district events and initiatives. Media specialist maintains positive and productive relationships with colleagues.	Media specialist makes a substantial contribution to school/district events and initiatives. Media specialist assumes a leadership role with colleagues.
Evidence				

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4.5 Engaging in Professional Development	Media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Media specialist's participation in professional development activities is limited to those that are convenient or are required.	Media specialist seeks out opportunities for professional development based on an individual assessment of need.	Media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through offering professional learning activities to colleagues.

Evidence

Component	Unsatisfactory	Improvement Needed/Developing	Effective	Highly Effective
4.6 Showing Professionalism	Media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Media specialist can be counted on to hold the highest standards of honesty and integrity. Media specialist takes a leadership role within the school to ensure there is no plagiarism or violation of copyright laws.

Evidence

Media Specialist Evaluation Rating System

Domain 1: Planning/Preparation		Points Possible
HE	4 or more indicators are HE and none are less than E	40
E	4 or more are E or higher, none are less than NI	
NI	Criteria for E not met and no more than 2 are U	
U	3 or more are rated U	

Domain 2: The Environment		Points Possible
HE	4 or more are HE and none are less than E	40
E	4 or more are E or higher, none are less than NI	
NI	Criteria for E not met and no more than 1 is U	
U	2 or more are rated U	

Domain 3: Delivery of Service		Points Possible
HE	4 or more are HE and none are less than E	40
E	4 or more are E or higher, none are less than NI	
NI	Criteria for E not met and no more than 1 is U	
U	2 or more are rated U	

Domain 4: Professional Responsibilities		Points Possible
HE	4 or more indicators are HE and none are less than E	40
E	4 or more are E or higher, none are less than NI	
NI	Criteria for E not met and no more than 2 are U	
U	3 or more are rated U	

Final ratings in each domain will earn the following percentage of total possible points:

Percentage of Total Possible Points	
HE	100%
E	81%
NI	53%
U	20%

After rating each domain, determine the number of points received by each and add them together.

Domain	Rating	Max Points	Points Earned
Domain 1: Planning/Preparation		40	
Domain 2: The Environment		40	
Domain 3: Delivery Of Service		40	
Domain 4: Professional Responsibilities		40	
Sum of Total Points			

Based on the sum of the total points, use the rating criteria below to determine the overall rating.

Final Evaluation	
HE	141-160
E	114-140
NI	56-113
U	0-55