RBB School Librarian

1. Purposeful Planning   Number of Competencies: 8

Domain Description: School librarians work in collaboration with the classroom teacher to develop a rigorous curriculum relevant for all students. Additionally, school librarians will plan the library media program for the school.

1.1. Competency Demonstrating knowledge of literature and current trends in library practice and information technology	Highly Effective	-Drawing on extensive professional resources, school librarian demonstrates rich understanding of literature and of current trends in information technology.
	Effective	-School librarian demonstrates thorough knowledge of literature and of current trends in practice and information technology.
	Improvement Necessary	-School librarian demonstrates limited knowledge of literature and current trends in practice and information technology.
	Ineffective	-School librarian demonstrates little or no knowledge of literature and of current trends in practice and information technology.
1.2. Competency Establishing and successfully implementing goals for the school library program appropriate to the setting and the students serve	Highly Effective	-School librarian's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues
	Effective	-School librarian's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.
	Improvement Necessary	-School librarian's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.
	Ineffective	-School librarian has no clear goals for the media program or they are inappropriate to either the situation in the school or the age of the students.
1.3. Competency Demonstrating knowledge of resources, both within and beyond the school and district	Highly Effective	-School librarian shows evidence of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
	Effective	-School librarian shows evidence of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.
	Improvement Necessary	-School librarian demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.
	Ineffective	-School librarian demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to enrich the school's program.

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1.4. Competency Developing and implementing a plan to evaluate the library program	Highly Effective	-School librarian's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. - The librarian proactively responds to the evidence of the evaluation.
	Effective	-School librarian's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.
	Improvement Necessary	-School librarian has a rudimentary plan to evaluate the library program.
	Ineffective	-School librarian has no plan to evaluate the program or resists suggestions that such an evaluation is important.
1.5. Competency Establishing a culture for investigation and love of literature	Highly Effective	-In interactions with both students and colleagues, the school librarian conveys the essential nature of seeking information and reading literature.
	Effective	-In interactions with both students and colleagues, the school librarian conveys the importance of seeking information and reading literature.
	Improvement Necessary	-School librarian goes through the motions of performing the work of the position, but without any real commitment to it.
	Ineffective	-School librarian conveys that the work of seeking information and reading literature is not worth the time and energy required.
1.6. Competency Establishing and maintaining library procedures	Highly Effective	-Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are seamless in their operation.
	Effective	-Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established and function smoothly.
	Improvement Necessary	-Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) have been established but function sporadically.
	Ineffective	-Library routines and procedures (for example, circulation of materials, collection development policy, challenged materials form, students working independent within the library) are either non-existent or inefficient, resulting in general confusion.

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1.7. Competency Organize physical space to enable smooth flow	Highly Effective	-School librarian 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.
	Effective	-School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.
	Improvement Necessary	-School librarian's efforts to make use of the physical environment are uneven, resulting in occasional confusion by users.
	Ineffective	-School librarian 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.
1.8. Competency Maintaining and extending the library collection in accordance with the schools' needs and within budget limitations	Highly Effective	-School librarian adheres to district or professional guidelines in selecting materials for the collection. The collection is periodically purged of outdated materials. A virtual collection is maintained and updated frequently by the librarian is vibrant and well-used. All processes are done in consultation with teaching colleagues or patron needs in mind.
	Effective	-School librarian adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated materials. A virtual collection is maintained by the librarian. This is done in some consultation with teaching colleagues or patron needs in mind.
	Improvement Necessary	-School librarian is partially successful in attempts to adhere to district or professional guidelines in selecting materials and in weeding the collection. A virtual presence may not be maintained. This is done in limited consultation with teaching colleagues or with patron needs in mind.
	Ineffective	-School librarian fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. There is no virtual presence. This is done without consultation with teaching colleagues or with patron needs in mind.

2. Effective Instruction   Number of Competencies: 9

Domain Description: Librarians, working collaboratively with classroom teachers, facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives. The librarian fosters a climate of urgency and expectation around achievement, excellence and respect.

2.1. Competency Creating an environment conducive to learning	Highly Effective	-Interactions among the school librarian, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' learning needs, cultures and levels of development.
	Effective	-Interactions between the school librarian, students, and the classroom teachers, are polite and respectful, reflecting general warmth and caring, and are appropriate to the learning needs, cultural and developmental differences among students.
	Improvement Necessary	-Interactions between the school librarian, students, and the classroom teachers are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to learning needs, cultural and developmental differences among students.
	Ineffective	-Interactions between the school librarian, students, and the classroom teachers are negative, inappropriate, or insensitive to students' learning needs, cultural and developmental differences and are characterized by sarcasm, put-downs or conflict.
2.2. Competency Demonstrate and Clearly Communicate Content Knowledge to Students	Highly Effective	-School librarian is highly effective at demonstrating and clearly communicating content knowledge to students.
	Effective	-School librarian is effective at demonstrating and clearly communicating content knowledge to students. Librarian demonstrates content knowledge and delivers content that is factually correct
	Improvement Necessary	-School librarian needs improvement at demonstrating and clearly communicating content knowledge to students. Librarian delivers content that is factually correct
	Ineffective	-School librarian is ineffective at demonstrating and clearly communicating content knowledge to students.
2.3. Competency Engage Students in Academic Content	Highly Effective	-Librarian is highly effective at engaging students in academic content
	Effective	-Librarian is effective at engaging students in academic content
	Improvement Necessary	-Librarian needs improvement at engaging students in academic content
	Ineffective	-Librarian is ineffective at engaging students in academic content

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2.4. Competency Check for Understanding	Highly Effective	-School librarian is highly effective at checking for understanding.
	Effective	-School librarian is effective at checking for understanding.
	Improvement Necessary	-School librarian needs improvement at checking for understanding.
	Ineffective	-School librarian is ineffective at checking for understanding.
2.5. Competency Modify Instruction as Needed	Highly Effective	-School librarian is highly effective at modifying instruction as needed.
	Effective	-School librarian is effective at modifying instruction as needed.
	Improvement Necessary	-School librarian needs improvement at modifying instruction as needed.
	Ineffective	-School librarian is ineffective at modifying instruction as needed.
2.6. Competency Maximize Instructional Time	Highly Effective	-School librarian is highly effective at maximizing instructional time.
	Effective	-School librarian is effective at maximizing instructional time.
	Improvement Necessary	-School librarian needs improvement at maximizing instructional time.
	Ineffective	-School librarian is ineffective at maximizing instructional time.
2.7. Competency Assisting students in the use of technology in the Media Center	Highly Effective	-School librarian proactively initiates sessions to assist students and teachers in the use of technology.
	Effective	-School librarian institutes sessions to assist students and teachers in the use of technology.
	Improvement Necessary	-School librarian assists students and teachers in the use of technology when specifically asked to do so.
	Ineffective	-School librarian declines to assist students and teachers in the use of technology.
2.8. Competency Collaborating with teachers in the design of instructional units and lessons	Highly Effective	-School librarian initiates collaboration with classroom teachers in the design of instructional lessons, locating additional resources from sources outside of the school.
	Effective	-School librarian initiates collaboration with classroom teachers in the design of instructional lessons.
	Improvement Necessary	-School librarian collaborates with classroom teachers in the design of instructional lessons.
	Ineffective	-School librarian declines to collaborate with classroom teachers in the design of instructional lessons.

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2.9. Competency Engaging students in enjoying literature and in learning multiple literacy skills	Highly Effective	-Students are highly engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.
	Effective	-Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.
	Improvement Necessary	-Only some students are engaged in enjoying literature and in learning information skills because of uneven design of activities, grouping strategies, or partially appropriate materials.
	Ineffective	-Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.

3. Leadership Number of Competencies: 8

Domain Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.1. Competency Contribute to school culture	Highly Effective	-School librarian seeks out leadership roles within the school, aimed at improving school efforts. Librarian goes above and beyond in dedicating time for students and peers outside of class.
	Effective	-School librarian contributes ideas and expertise aimed at improving school efforts. Librarian dedicates time efficiently, when needed, to helping students and peers outside of class.
	Improvement Necessary	-School librarian will rarely contribute ideas and expertise aimed at improving school efforts. Librarian rarely dedicates time outside of class to helping students and peers.
	Ineffective	-School librarian never contributes ideas aimed at improving school efforts. Little or no time outside of class is dedicated to helping students and peers.
3.2. Competency Collaborate with Peers	Highly Effective	-School librarian will go above and beyond in seeking out opportunities to collaborate. Librarian will coach peers through difficult situations and take on leadership roles within collaborative groups such as Professional Learning Communities.
	Effective	-School librarian will seek out and participate in regular opportunities to work with and learn from others. Librarian will ask for assistance, when needed, and provide assistance to others in need.
	Improvement Necessary	-School librarian will participate in occasional opportunities to work with and learn from others and ask for assistance when needed. Librarian will not seek to provide other teachers with assistance when needed or will not regularly seek out opportunities to work with others.
	Ineffective	-School librarian rarely or never participates in opportunities to work with others. Librarian works in isolation and is not a team player.
3.3. Competency Establishing, evaluating, and maintaining library procedures in regards to staffing, student or parent volunteers	Highly Effective	-Library assistants, students, or parent/community volunteers work independently and contribute to the success of the library. -The librarian will proactively evaluate procedures.
	Effective	-Library assistants, students, or parent/community volunteers are clear as to their roles.
	Improvement Necessary	-Library assistants, students, or parent/community volunteers are partially successful.
	Ineffective	-Library assistants, students, or parent/community volunteers are confused as to their role.

3. Leadership   Number of Competencies: 8

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3.4. Competency Advocate for Student Success	Highly Effective	-School librarian will display commitment to the education of the students in the school, not just his/her own students. Librarian will make changes and take risks to ensure student success and advocate for students' individualized needs.
	Effective	-School librarian will display commitment to the education of his/her students. Librarian will attempt to remedy obstacles around student achievement and will advocate for students' individualized needs.
	Improvement Necessary	-School librarian will display commitment to the education of his/her students. School librarian will not advocate for students' needs.
	Ineffective	-School librarian rarely or never displays commitment to the education of his/her students. Librarian accepts failure as par for the course and does not advocate for students' needs.
3.5. Competency Preparing and submitting reports and budgets	Highly Effective	-School librarian anticipates student and teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
	Effective	-School librarian honors student and teacher requests (if appropriate) when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.
	Improvement Necessary	-School librarian's efforts to prepare budgets are partially successful, responding sometimes to student and teacher requests (if appropriate) and following procedures. Inventories and reports are sometimes submitted on time.
	Ineffective	-School librarian ignores student and teacher requests (if appropriate) when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.
3.6. Competency Communicating with the larger community	Highly Effective	-School librarian proactively reaches out to parents and establishes contacts with other libraries or businesses, coordinating efforts for mutual benefit.
	Effective	-School librarian engages in outreach efforts to parents and the larger community.
	Improvement Necessary	-School librarian makes sporadic efforts to engage in outreach to parents or the larger community.
	Ineffective	-School librarian makes no effort to engage in outreach to parents or the larger community.

3. Leadership

Number of Competencies: 8

Domain Description: Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

3.7. Competency Participating in a professional community	Highly Effective	-School librarian makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. Librarian participates and develops leadership roles in a wider professional community that includes local, state, or national events.
	Effective	-School librarian participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Librarian will participate in a wider professional community that includes local, state, or national contacts.
	Improvement Necessary	-School librarian's relationships with colleagues are cordial, and the librarian participates in school and district events when specifically requested.
	Ineffective	-School librarian's relationships with colleagues are negative or self-serving, and the librarian avoids being involved in school and district events and projects.
3.8. Competency Seek professional skills and knowledge	Highly Effective	-School librarian actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing newly learned knowledge and practices with others and seeking out opportunities to lead professional development sessions.
	Effective	-School librarian actively pursues opportunities to improve knowledge and practice and seeks out ways to implement new practices where applicable. Constructive feedback to improve practices is welcomed
	Improvement Necessary	-School librarian's participation in professional development activities is limited to those that are mandatory.
	Ineffective	-School librarian does not participate in professional development activities, and shows little or no interest in new ideas, programs, or classes to improve teaching and learning.

4. Professionalism and Collegiality

Number of Competencies: 6

Domain Description:

4.1. Competency Reflects on teaching	Highly Effective	Teacher's reflection on the lesson is highly accurate and perceptive and cites specific characteristics. Teacher draws on an extensive repertoire to suggest alternative strategies.
	Effective	Teacher's reflection provides an accurate and objective description of the lesson and cites specific characteristics. Teacher makes some specific suggestions as to how the lesson might be improved, if necessary.
	Improvement Necessary	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific details within the reflection. Teacher makes general suggestions as to how the lesson might be improved, if necessary.
	Ineffective	Teacher's reflection on the lesson does not provide an accurate or objective description of the lesson, or teacher fails to provide reflections on lessons.
4.2. Competency Communicates with families	Highly Effective	Teacher finds opportunities to engage families in the instructional program, as appropriate. Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Information to families about individual students is conveyed in an appropriate, confidential and timely manner.
	Effective	Teacher communicates on a regular basis with families and makes regular attempts to engage them in the instructional process. Information to families about individual students is conveyed in an appropriate, confidential and timely manner.
	Improvement Necessary	Teacher adheres to school procedures for communicating with families and makes some attempt to engage families in the instructional process.
	Ineffective	Teacher communication with families about the instructional program or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.
4.3. Competency Professional Growth	Highly Effective	Teacher actively pursues optional professional development opportunities to improve knowledge and practice. Teacher accepts constructive feedback to improve practices, and seeks out ways to implement new practices into instruction, where applicable. Teacher regularly shares newly learned practice and knowledge with others and seeks opportunities to lead professional learning.
	Effective	Teacher actively pursues optional professional learning opportunities to improve knowledge and practice, accepts constructive feedback to improve practices, and seeks out ways to implement new practices into instruction, where applicable.
	Improvement Necessary	Teacher attends all mandatory professional learning opportunities, but does not seek opportunities for personal professional growth.
	Ineffective	Teacher rarely or never attends professional learning opportunities. Teacher shows little or no interest in new ideas, programs, professional readings, or classes to improve teaching or learning.

4. Professionalism and Collegiality   Number of Competencies: 6

Domain Description:

4.4. Competency Follows policies and procedures	Highly Effective	Teacher complies fully with school and district policies and procedures, taking a leadership role with colleagues.
	Effective	Teacher complies fully with school and district policies and procedures.
	Improvement Necessary	Teacher complies minimally with school and district policies and procedures, often failing to meet deadlines, submit reports.
	Ineffective	Teacher has a pattern of failing to follow state, corporation, and/or school policies and procedures.
4.5. Competency Demonstrates professionalism	Highly Effective	Teacher displays the highest standards of ethical conduct. Teacher assumes a leadership role in ensuring that school practices and procedures are honored within the school.
	Effective	Teacher displays a high level of ethics and professionalism in dealings with students and colleagues, and complies fully with school and district regulations and timelines.
	Improvement Necessary	Teacher behaves in an ethical manner towards students and colleagues. Teacher complies minimally with district and school regulations, doing just enough to "get by".
	Ineffective	Teacher has little sense of ethics and professionalism. Relationships with peers are negative or nonexistent. Teacher fails to comply with school and district regulations and timelines.
4.6. Competency Collaborates with peers	Highly Effective	Teacher takes on leadership roles within collaborative groups at the school and/or district level. When the opportunity exists, teacher serves as a coach or mentor to assist peers. Teacher is an active participant in collaborative endeavors.
	Effective	Teacher seeks out and participates in opportunities to work with and learn from others. The teacher asks for assistance when needed and provides assistance to others in need.
	Improvement Necessary	Teacher participates occasionally in opportunities to work with and learn from others. Teacher does not seek assistance when needed.
	Ineffective	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.