

Warrensville Heights City School District – Teacher Librarian Evaluation Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 2, 3]

DEMONSTRATING KNOWLEDGE OF CONTENT, CURRICULUM, AND INSTRUCTIONAL GOALS	Ineffective	Developing	Skilled	Accomplished
	<p>Does not demonstrate knowledge of the curriculum and current trends and practices in literature, literacies, technology and research process.</p> <p>Rarely promotes books in all formats, reading for pleasure and/or personal growth.</p> <p>No evidence of understanding the instructional goals for most disciplines.</p> <p>Makes little or no effort to provide resources and instructional services.</p> <p>Designs learning activities, goals and objectives that are too general to guide lesson planning and are inappropriate for the students and/or do not support the OLS.</p>	<p>Demonstrates limited knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process.</p> <p>Sometimes works with groups and individuals to promote books in all formats, reading for pleasure and/or personal growth.</p> <p>Understands the instructional goals for some disciplines.</p> <p>Inconsistently provides necessary resources, technology, and instructional services.</p> <p>In collaboration with classroom teacher(s) designs some learning activities with goals that reflect student learning needs and support the OLS.</p>	<p>Demonstrates knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process.</p> <p>Intentionally works with groups and individuals to promote books in all formats, reading for pleasure and/or personal growth.</p> <p>Understands the instructional goals for most disciplines and is able to develop connections to the curriculum.</p> <p>Consistently provides necessary resources, technology, and instructional services to support goals.</p> <p>In collaboration with classroom teacher(s), intentionally designs learning activities with challenging and measurable goals that reflect a range of student learning needs and support the OLS.</p>	<p>Displays extensive knowledge of curriculum and current trends and practices in literature, literacies, technology, and research process.</p> <p>Expertly works with groups and individuals across the full range of student learning needs to promote books in all formats, reading for pleasure and/or personal growth.</p> <p>Understands the instructional goals for all disciplines and is able to develop meaningful instructional connections to the curriculum.</p> <p>Expertly provides the necessary resources, technology, and instructional services to enhance and support diverse goals.</p> <p>In collaboration with classroom teacher(s), intentionally designs learning activities with challenging and measurable goals that reflect the full range of student learning needs and support the OLS.</p>
Examples	<p><i>A class comes into the library to find picture books on folktales. The SLMS does not direct instruction on how to find and locate books on folktales in the library.</i></p>	<p><i>A class comes into the library to research scientific myths. The SLMS shows the students where books on science can be found (500s)</i></p>	<p><i>A class comes into the library to complete a biographical research project. The SLMS instructs and demonstrates biographical online resources as well as the use of a biographical print collection that has been tailored to support student needs.</i></p>	<p><i>In a high school lesson on narrative structure, the SLMS co-teaches the ELA content and also delivers the information literacy instruction using a variety of print and digital sources as well as a range of Web 2.0 tools tailored to help each student create a unique product.</i></p>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 3, 6]				
COLLECTING STUDENT ASSESSMENT DATA	Ineffective	Developing	Skilled	Accomplished
	Does not use assessment of student learning to inform instruction.	Assesses student learning but has difficulty analyzing data to effectively inform instruction.	<p>Employs a variety of formal and informal assessments to collect evidence of students' knowledge and skills.</p> <p>Analyzes data to effectively inform instructional planning and delivery.</p>	<p>Plans assessments and differentiates these to match the full range of student needs, abilities, and learning styles. Incorporates a variety of diagnostic, formative, and summative assessments to inform instruction.</p> <p>Analyzes student data and accurately identifies student learning needs, strengths and areas for growth to intentionally inform or and instruct planning and delivery.</p>
Examples	<i>SLMS does not grade any information literacy instructional activities and does not assess student learning in collaborative activities with other classroom teachers.</i>	<i>As part of a formative assessment for their 6th grade science fair research, SLMS reviews their preliminary MLA citations and provides limited feedback. SLMS has difficulty analyzing data to determine students' problem areas when citing sources to help them with their final science fair works cited.</i>	<i>As part of a formative assessment SLMS has 9th grade class in science take TRAILS - Evaluation of Sources, analyzes the data, develops a lesson about finding credible and reliable sources using the Internet. The students complete a rubric created by the SLMS for assessing what they understand about finding credible and reliable sources using the Internet.</i>	<i>Under the guidance of the SLMS, students create a rubric for assessing their own research skills when completing a project on Shakespeare.</i>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Planning and Preparing for Instruction [Ohio Standards for the Teaching Profession 1]				
DEMONSTRATING KNOWLEDGE OF STUDENTS	Ineffective	Developing	Skilled	Accomplished
	<p>Demonstrates little or no understanding of how students learn.</p> <p>Demonstrates little or no familiarity with students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Demonstrates some understanding of how students learn.</p> <p>Demonstrates some familiarity with students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and obtains this knowledge for the class as a whole but may inconsistently apply to make instructional/program decisions.</p>	<p>Understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>Intentionally seeks knowledge about students' backgrounds, cultures, skills, language proficiency, interests, and special needs from several sources, obtains this knowledge for groups of students and draws upon this knowledge to make instructional/program decisions.</p>	<p>Actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from multiple sources.</p> <p>Intentionally seeks knowledge about students' backgrounds, cultures, skills, language proficiency, interests, and special needs from multiple sources, obtains this knowledge for individual students to make instructional/program decisions.</p>
Examples	<i>In a 2nd grade class composed of children who have different religious backgrounds, SLMS uses Christmas stories in his December lessons,</i>	<i>In a 9th grade ELA class, SLMS uses TRAILS - Developing a Topic to determine students' readiness; lectures for 30 minutes on how to develop a topic for research with no opportunity for students to practice.</i>	<i>A 7th grade social studies class studying explorers comes to the library for print and digital resources. The SLMS locates and sets aside a collection of print resources that are leveled to student abilities in that class and appropriate to the research topics.</i>	<i>SLMS initiates the collection and study of data relating to students' scores on a state reading test and uses that data to improve the instruction and services provided by the SLMS.</i>

Ohio School Library Media Specialist –Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 2,3,4]				
COMMUNICATING AND QUESTIONING	Ineffective	Developing	Skilled	Accomplished
	<p>Does not communicate clearly; directions, procedures and/or explanations are confusing, incoherent, or inaccurate, and are ineffective in building student understanding.</p> <p>Fails to address student confusion or frustration and does not use questions effectively and usually tells the students what to do.</p>	<p>Directions, procedures and/or explanations are accurate and generally clear but often needs to clarify.</p> <p>May not fully clarify information based on students' questions about content or instructions for learning activities.</p> <p>Re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation.</p> <p>Asks questions that guide students and help them think about their research topic.</p> <p>Technology use is inconsistent and not always effective.</p>	<p>Directions, procedures and/or explanations are clear and accurate.</p> <p>Actively encourages independent, creative, and critical thinking.</p> <p>Effectively addresses confusion when asked and checks for understanding.</p> <p>Often uses open-ended and probing questions to guide students' inquiry and to help students think critically to form their own questions about their research topic.</p> <p>Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.</p>	<p>Explanations are clear, coherent, and precise.</p> <p>Uses well-timed, individualized, strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>Consistently uses open-ended and probing questions to guide students' inquiry and to help students think critically as they formulate pertinent questions about their research topics.</p> <p>Accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions.</p> <p>Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.</p>
Examples	<p><i>SLMS asks the 3rd grade class, "Is Little Red Riding Hood fictional?" without further discussion.</i></p>	<p><i>In a 9th grade ELA class, SLMS uses presentation software and lectures about website credibility. When asked about credibility of website urls such as .edu, .org, .com, etc., SLMS explains that .edu is the most credible without further explanation.</i></p>	<p><i>In a 6th social studies class, SLMS asks students to rank order the databases they would choose to begin their research project and support their ranking to assess their prior knowledge of library resources. Students will be able to access and navigate the resource.</i></p>	<p><i>SLMS demonstrates and models how to use an interactive bibliography site and then leads a class discussion using a model works cited page so students can analyze quality and accuracy of citations.</i></p>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 1,2,4]				
ADAPTING , ADJUSTING TO ENGAGE STUDENTS IN LEARNING	Ineffective	Developing	Skilled	Accomplished
	<p>Adheres to the instructional plan despite student understanding or interest.</p> <p>Fails to respond to students' questions.</p> <p>Is unable to guide students to appropriate engaging resources.</p> <p>Pace of lesson is too slow or too rushed.</p> <p>Expectations of students are low.</p> <p>Responses are rote with few students interested or intellectually engaged</p>	<p>Attempts to modify the instructional plan when needed to accommodate students' questions and interests with moderate success.</p> <p>Use of diverse strategies is limited.</p> <p>Guides students to appropriate engaging resources that sometimes connect well with the content, learning goals, students' knowledge, backgrounds and experiences.</p> <p>Pace of the lesson may not provide students the time needed to be intellectually engaged.</p> <p>Expectations are inconsistent.</p> <p>Responses show minimal thinking allowing most students to be passive or merely compliant.</p>	<p>Promotes the successful learning of all students making minor adjustments to the instructional plan as needed to accommodate students' questions, needs, and interests.</p> <p>Persists in seeking approaches for students who have difficulty learning, drawing on a varied repertoire of strategies.</p> <p>Guides students to appropriate engaging resources that usually connect well with the content learning goals, the students' prior knowledge backgrounds and experiences.</p> <p>Pace of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p>Expectations for students are high and usually present.</p> <p>Responses show active intellectual engagement with most students challenged in their thinking.</p>	<p>Seizes an opportunity to enhance learning building on opportunities that arise from spontaneous events or students' learning styles, needs, and interests, abilities OR successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies, and soliciting additional resources from the school or community.</p> <p>Guides students to appropriate engaging resources that consistently connect with the content learning goals, the students' prior knowledge backgrounds and experiences.</p> <p>Pace of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Expectations for individual students are high and consistently present.</p> <p>Responses show active intellectual engagement; virtually all students challenged in their thinking.</p>

Examples	<i>SLMS presents a lesson on the Dewey Decimal system. SLMS asks questions such as "What is the DD # for sports?" Students respond using the information found on a poster hanging in the classroom. Students are not given an opportunity to explore the materials found in specific DD #s.</i>	<i>SLMS presents a lesson on how to access the school's e-book collection using the online catalog because students want to know how to check out their favorite fiction books. Students do not have time to practice checking out e-books.</i>	<i>In a collaborative research lesson with the social studies teacher, the SLMS demonstrates and engages in a discussion as to how to find credible and reliable resources for students' research topics.</i>	<i>In a collaborative research lesson with the health teachers in which students have self-selected into teams to research a significant health issue, the SLMS has each team select a social bookmarking tool such as Diigo to locate credible and reliable resources. Students must annotate the resource and include a reflection on its value to their understanding of the health issue.</i>
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Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 5]

CREATING THE ENVIRONMENT IN THE LIBRARY AND CLASSROOM	Ineffective	Developing	Skilled	Accomplished
	<p>Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following:</p> <p>Interactions with students are negative, inappropriate or insensitive to students' dignity.</p> <p>Standards of conduct are not implemented. SLMS exhibits very little or no monitoring of student behavior.</p> <p>Routines and procedures that are either nonexistent or inefficient resulting in general confusion.</p> <p>Establishes a controlled and stifling environment.</p>	<p>Efforts by the SLMS to create an environment that is conducive to inquiry and knowledge creation are characterized by the following:</p> <p>Interactions with students are generally appropriate with occasional displays of insensitivity or unresponsiveness.</p> <p>Established standards of conduct that are inconsistently implemented. SLMS monitoring of students behavior is uneven.</p> <p>Routines and procedures are established and followed with regular guidance and prompting.</p> <p>Establishes and maintains an attractive and inviting environment.</p>	<p>Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following:</p> <p>Interactions with students are polite and respectful, and are appropriate to the cultural and developmental differences among groups of students.</p> <p>Established standards of conduct and implementation are consistent so most students follow the standards of conduct. SLMS responses are consistent, proportionate and respectful.</p> <p>Routines and procedures are established with students needing minimal guidance and prompting</p> <p>Creates and maintains an attractive, inviting and flexible environment.</p>	<p>Efforts by the SLMS to create an environment that fosters student inquiry and knowledge creation are characterized by the following:</p> <p>Interactions with students are highly respectful and demonstrate sensitivity to students' cultures and levels of development.</p> <p>Standards of conduct established and implemented by SLMS and students so students follow the standards and self-monitor their own behaviors and that of others. SLMS monitoring is subtle and preventative.</p> <p>Routines and procedures are well understood and may be initiated by students.</p> <p>Creates and maintains an inviting, flexible, attractive and engaging environment.</p>
Examples	<p><i>SLMS tells the students to "shut up."</i></p>	<p><i>SLMS comforts and deals with an incident of cyberbullying by telling the victim he will be OK tomorrow and does not address the actions of the bully.</i></p>	<p><i>SLMS consistently gives positive feedback to the students for self-monitoring their behavior in the library. When a student's loud talking disrupts a class working at a nearby computer lab, the SLMS relies on students sitting near the student to monitor his/her behavior.</i></p>	<p><i>SLMS works with students to create an after school gaming club that involves visits to the public library to learn how to create games. This promotes conversations among the students about integrity and ethical behavior.</i></p>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Engaging in Instruction and Assessment [Ohio Standards for the Teaching Profession 3,4]				
ASSESSING STUDENT LEARNING	Ineffective	Developing	Skilled	Accomplished
	<p>Employs little or no assessment or monitoring of student learning. Feedback is absent or of poor quality.</p> <p>Rarely or ineffectively uses questions, prompts to diagnose evidence of learning.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Uses assessment sporadically to support instruction through some monitoring of progress in learning. Feedback to students is general.</p> <p>Inconsistently uses questions, prompts, to diagnose evidence of learning.</p> <p>Students are partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p>	<p>Uses assessment regularly during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Questions, prompts, assessments to diagnose evidence of learning.</p> <p>Students appear to be aware of the assessment criteria and some of them engage in self-assessment.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment. SLMS and students provide accurate and specific feedback in a variety of ways to advance learning.</p> <p>Questions, prompts are used regularly to diagnose evidence of learning by individual students.</p> <p>Students appear to be aware of, and there is evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p>
Examples	<i>In a 3rd grade class, the SLMS does not use summative assessment to determine students' understanding of how to use the online catalog to find books for voluntary reading.</i>	<i>SLMS provides a resource checklist for 6th grade students to use with their explorer project for world history. The SLMS does not review the checklist to see what resources the students used.</i>	<i>A 9th grade class in PE and Wellness is completing a project on diet and nutrition. A rubric, created by the SLMS and the PE teacher, is provided for students to monitor their progress. The SLMS works individually with students engaging them in conversation to check their progress using the rubric.</i>	<i>A 5th grade class working on their favorite author project for ELA, compare a piece of their writing with the writing rubric and confer with the SLMS on how it could be improved. They also confer with the SLMS on the resources listed in their works cited.</i>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 6,7]				
ETHICS, REFLECTION & PROFESSIONAL DEVELOPMENT	Ineffective	Developing	Skilled	Accomplished
	<p>Fails to communicate clearly with the school community about the library program and its services.</p> <p>Fails to understand and follow regulations, policies, and agreements.</p> <p>Does not adhere to professional ethics of librarianship.</p> <p>Fails to demonstrate ability to accurately self-assess about the effectiveness of library services, resources, instructional strategies and to appropriately identify areas of professional growth.</p>	<p>Uses a variety of strategies to communicate with the school community about the library program, new resources and services.</p> <p>Understands and follows district policies and state and federal regulations at a minimal level.</p> <p>Is knowledgeable about the ethics of librarianship but inconsistently adheres/follows them.</p> <p>Identifies strengths and areas for growth to develop and implement targeted goals for professional growth.</p>	<p>Uses effective communication strategies with the school community to keep them informed and to promote the use of the library program, new resources and services.</p> <p>Models and upholds district policies and state and federal regulations.</p> <p>Is knowledgeable about the ethics of librarianship and consistently adheres/follows them.</p> <p>Using data, sets short- and long-term professional goals and takes action to meet these goals.</p>	<p>Communicates effectively with the school community including outside libraries to keep them informed and employs evidence to promote the effectiveness of instructional efforts as well as to communicate the development of the library program, new resources and services.</p> <p>Helps colleagues access and interpret laws and policies and understand their implications in the classroom.</p> <p>Through teaching and practice, demonstrates a commitment to the professional ethics of librarianship.</p> <p>Sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of services, resources, instructional strategies, and facilities.</p>
Examples	<p><i>SLMS conducts an after-school session for teachers on new e-books but does not include an assessment to determine the effectiveness of the professional development.</i></p>	<p><i>SLMS is aware of copyright but does not post signs in the library to inform teachers and students.</i></p>	<p><i>On the media center's website, the SLMS creates a Parent Portal that includes a variety of resources for parents to help their children with research. The SLMS also offers monthly sessions for parents on a variety of topics such as: Better Searching through Google; INFOhio Databases: What's New?; How to Get Your Child Research Ready.</i></p>	<p><i>SLMS plans on assessing her library collection based on text complexity. SLMS attends several professional development sessions, including an online class offered by state association. Using her knowledge from targeted professional development, SLMS undertakes to analyze her library's collection for text complexity.</i></p>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]				
MANAGING THE LIBRARY BUDGET	Ineffective	Developing	Skilled	Accomplished
	Develops a budget proposal that inadequately reflects the needs of the library program.	Develops a budget proposal necessary to maintain the library program.	Develops a budget proposal necessary for a comprehensive library program	Uses data to develop a budget proposal necessary for a progressive and comprehensive library program.
Examples	<i>SLMS does not include in her proposed budget the purchase of e-books despite teacher requests to do so.</i>	<i>SLMS does not include in his proposed budget resources or materials to engage ESL students.</i>	<i>SLMS anticipates the need for additional literary non-fiction texts with the implementation of the OLS and solicits specific titles from teachers and consults review sources.</i>	<i>SLMS uses data collected from students, teachers, and administrators about e-book readers before writing a grant to the local education foundation.</i>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 6,7]				
PLANNING AND EVALUATING LIBRARY	Ineffective	Developing	Skilled	Accomplished
	No evidence of a plan to evaluate the instruction, program and services.	Incomplete plan to evaluate the instruction, program and services.	Has a plan to evaluate the instruction, program and services. Uses data to assess effectiveness and adjusts instruction, program, services accordingly.	Has a comprehensive plan to evaluate the instruction, program and services. Uses plan and data collected; develops strategies to communicate with and involve stakeholders.
Examples	<i>SLMS does not survey students to determine how the physical space could be adapted to meet the increase in personal computing devices.</i>	<i>SLMS has a plan to evaluate the library but it does not include input from the school community.</i>	<i>SLMS has a plan to evaluate the library using survey data from teachers about his instruction but does not include survey data from students.</i>	<i>SLMS seeks input from all stakeholders and works to incorporate input.</i>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]				
GROWING AND DEVELOPING PROFESSIONALLY	Ineffective	Developing	Skilled	Accomplished
	<p>Fails to engage in professional development activities to enhance content knowledge or skill.</p> <p>Resists feedback on teaching performance from supervisors or colleagues.</p> <p>Does not participate in professional organizations.</p> <p>Fails to provide professional development to educational community.</p>	<p>Participates in professional development activities to enhance content knowledge or skill to a limited extent.</p> <p>Accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Limited participation in professional organizations.</p> <p>Uses professional development ideas in working with individual teachers.</p>	<p>Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Welcomes feedback on teaching performance from supervisors and colleagues.</p> <p>Participates in various professional development opportunities and takes an active role in a professional organization.</p> <p>Provides professional development activities at faculty meetings and/or in-service programs.</p>	<p>Seeks out professional development activities and makes a systematic effort to conduct action research</p> <p>Seeks out feedback on teaching performance from supervisors and colleagues.</p> <p>Assumes a leadership role in professional organizations</p> <p>Publishes in a professional journal OR provides professional development to educational community such as professional conferences.</p>
Examples	<p><i>SLMS does not read current literature on information, media and technology literacies; therefore is unaware of emerging trends in the field</i></p>	<p><i>SLMS provides a list of INFOhio resources at a departmental meeting but does not help teachers see connections to their own subject area..</i></p>	<p><i>SLMS attends annual conference or workshop and applies knowledge obtained at sessions to improve and enhance library programming.</i></p>	<p><i>SLMS engages in professional development activity on using e-books as a way to increase student engagement and assesses the veracity of this finding in her/his library.</i></p>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 7]				
MAINTAINING ACCURATE RECORDS	Ineffective	Developing	Skilled	Accomplished
	Does not maintain accurate or current records.	Maintains records Inconsistently uses data from the records to guide decision-making Inconsistently uses data from records.	Maintains accurate, reasonably current, and accessible records. Consistently uses data from records to guide decision-making. Consistently uses data from records and communicates it to the school community.	Maintains accurate, current, and easily accessible records. Intentionally uses data from records to guide decision-making. Intentionally uses data from records and communicates it to the school community and stakeholders.
Examples	<i>SLMS is unable to determine who has checked out the To Kill a Mockingbird audio-book.</i>	<i>SLMS seldom runs collection development reports so has an inaccurate assessment of the collection's age. Examples of records include the following: inventories of resources; circulation, equipment, as well as statistics of library and resource usage.</i>	<i>SLMS provides an annual report to the principal that includes library and resource usage statistics. Examples of records include the following: current catalog of resources; circulation records; an inventory of equipment; statistics of library and resource usage.</i>	<i>SLMS furnishes administrators with annual report of statistics and activities and is able to make correlations to student achievement and district goals. Examples of records include the following: current catalog of resources; circulation records; inventory of equipment; statistics of library and resource usage.</i>

Ohio School Library Media Specialist – Teacher Librarian Evaluation Rubric

Professional Responsibilities [Ohio Standards for the Teaching Profession 2,4,7]				
DEVELOPING AND MAINTAINING A COLLECTION OF RESOURCES	Ineffective	Developing	Skilled	Accomplished
	<p>Makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.</p> <p>Does not inventory the library collection.</p> <p>Does not use an online integrated library system when it is available.</p>	<p>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.</p> <p>Inconsistently inventories the library.</p> <p>Inconsistently uses an online integrated library system when it is available.</p>	<p>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.</p> <p>Consistently inventories the library.</p> <p>Consistently uses an online integrated library system when it is available.</p>	<p>Solicits input from teachers, students and the school community. 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.</p> <p>Consistently inventories the collection and uses data to advocate for necessary monetary resources to maintain a collection responsive to changing instructional needs.</p> <p>Consistently uses an online integrated library system when it is available.</p>
Examples	<p><i>SLMS does not use review sources for material selection. SLMS makes no effort to participate in professional activities outside of school-sponsored in-service activities to learn about resources for instruction, organization and management of the collection.</i></p>	<p><i>SLMS uses review sources some of the time. SLMS makes limited effort to participate in professional activities outside of district-sponsored events to learn about resources for instruction, organization, and management of the collection.</i></p>	<p><i>SLMS uses review sources that may include, but are not limited to AASL booklists, School Library Journal, Booklist, VOYA, Kirkus, Newbery-Caldecott Awards. SLMS is a member of several school library associations (e.g., OELMA, AASL, ALA). SLMS attends professional library or technology conferences (e.g., eTech, ISTE, OELMA, Dublin Literacy) to learn about resources for instruction, organization, and management of the collection.</i></p>	<p><i>SLMS uses knowledge of resources for instruction, organization, and management of the collection to present at professional conferences OR is published in the field.</i></p>