### DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>LEVEL OF PERFORMANCE</th>
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</thead>
<tbody>
<tr>
<td><strong>1a:</strong> Demonstrating knowledge of literature and current trends in library/media practice and information technology</td>
<td><strong>UNSATISFACTORY</strong></td>
</tr>
<tr>
<td><strong>1b:</strong> Demonstrating knowledge of the school’s program and student information needs within that program</td>
<td>Library/media specialist demonstrates little or no knowledge of the school’s content standards and of students’ needs for information skills within those standards.</td>
</tr>
<tr>
<td><strong>1c:</strong> Establishing goals for the library/media program appropriate to the setting and the students served</td>
<td>Library/media specialist 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.</td>
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<tr>
<td><strong>1d:</strong> Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</td>
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<tr>
<td>UNSATISFACTORY</td>
<td>Library/media specialist 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 advance program goals.</td>
</tr>
<tr>
<td>BASIC</td>
<td>Library/media specialist 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 advance program goals.</td>
</tr>
<tr>
<td>PROFICIENT</td>
<td>Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.</td>
</tr>
<tr>
<td>DISTINGUISHED</td>
<td>Library/media specialist is fully aware 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.</td>
</tr>
<tr>
<td><strong>1e:</strong> Planning the library/media program integrated with the overall school program</td>
<td></td>
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<tr>
<td>UNSATISFACTORY</td>
<td>Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</td>
</tr>
<tr>
<td>BASIC</td>
<td>Library/media specialist’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.</td>
</tr>
<tr>
<td>PROFICIENT</td>
<td>Library/media specialist’s plan is well designed to support both teachers and students in their information needs.</td>
</tr>
<tr>
<td>DISTINGUISHED</td>
<td>Library/media specialist’s plan is highly coherent, taking into account the competing demands of 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.</td>
</tr>
<tr>
<td><strong>1f:</strong> Developing a plan to evaluate the library/media program</td>
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<tr>
<td>UNSATISFACTORY</td>
<td>Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.</td>
</tr>
<tr>
<td>BASIC</td>
<td>Library/media specialist has a rudimentary plan to evaluate the library/media program.</td>
</tr>
<tr>
<td>PROFICIENT</td>
<td>Library/media specialist’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.</td>
</tr>
<tr>
<td>DISTINGUISHED</td>
<td>Library/media specialist’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.</td>
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## DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>2a:</strong> Creating an environment of respect and rapport</td>
<td><strong>UNSATISFACTORY</strong></td>
</tr>
<tr>
<td><strong>2b:</strong> Establishing a culture for investigation and love of literature</td>
<td>Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.</td>
</tr>
<tr>
<td><strong>2c:</strong> Establishing and maintaining library procedures</td>
<td>Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.</td>
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## Domain 2 for Library/Media Specialists: The Environment (continued)

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<thead>
<tr>
<th>COMPONENT</th>
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<tbody>
<tr>
<td>2d: Managing student behavior</td>
<td></td>
</tr>
<tr>
<td><strong>UNSATISFACTORY</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>BASIC</strong></td>
<td>It appears that the library/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.</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist’s response to student misbehavior is appropriate and respectful to students.</td>
</tr>
<tr>
<td><strong>DISTINGUISHED</strong></td>
<td>Standards of conduct are clear, with evidence of student participation in setting them. Library/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.</td>
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<tr>
<td>2e: Organizing physical space to enable smooth flow</td>
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</tr>
<tr>
<td><strong>UNSATISFACTORY</strong></td>
<td>Library/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.</td>
</tr>
<tr>
<td><strong>BASIC</strong></td>
<td>Library/media specialist’s efforts to make use of the physical environment are uneven, resulting in occasional confusion.</td>
</tr>
<tr>
<td><strong>PROFICIENT</strong></td>
<td>Library/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.</td>
</tr>
<tr>
<td><strong>DISTINGUISHED</strong></td>
<td>Library/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.</td>
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**DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE**

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<tbody>
<tr>
<td><strong>3a:</strong> Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</td>
<td>UNSATISFACTORY</td>
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<tr>
<td></td>
<td>Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.</td>
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<tr>
<td><strong>3b:</strong> Collaborating with teachers in the design of instructional units and lessons</td>
<td>UNSATISFACTORY</td>
</tr>
<tr>
<td></td>
<td>Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.</td>
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<tr>
<td><strong>3c:</strong> Engaging students in enjoying literature and in learning information skills</td>
<td>UNSATISFACTORY</td>
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<tr>
<td></td>
<td>Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.</td>
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<td><strong>3d:</strong> Assisting students and teachers in the use of technology in the library/media center</td>
<td>UNSATISFACTORY</td>
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<tr>
<td><strong>3e:</strong> Demonstrating flexibility and responsiveness</td>
<td>UNSATISFACTORY</td>
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<td>COMPONENT</td>
<td>UNSATISFACTORY</td>
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<tr>
<td>4a: Reflecting on practice</td>
<td>Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.</td>
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<tr>
<td>4b: Preparing and submitting reports and budgets</td>
<td>Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.</td>
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<tr>
<td>4c: Communicating with the larger community</td>
<td>Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.</td>
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**DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES**
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<tr>
<td><strong>UNSATISFACTORY</strong></td>
<td><strong>BASIC</strong></td>
</tr>
<tr>
<td>4d: Participating in a professional community</td>
<td>Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.</td>
</tr>
<tr>
<td>4e: Engaging in professional development</td>
<td>Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.</td>
</tr>
<tr>
<td>4f: Showing professionalism</td>
<td>Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.</td>
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