Rubric for Evaluating North Carolina's School Library Media Coordinators

STANDARD 1: SCHOOL LIBRARY MEDIA COORDINATORS DEMONSTRATE LEADERSHIP.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
b. School Library Media Coordinators lead in the school library media center and media program to support student success. School Library Media Coordinators provide leadership for the school library media program. They share responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education and are prepared for life in the 21st Century. They collaboratively create, align, and implement a program informed by state and national guidelines and research-based best practices. They transform the library media center into a 21st century learning environment (both virtual and physical) and a shared space for knowledge construction, collaboration and inquiry-based learning, and they assist teachers with similar transformations. They coordinate the activities and training of library media support personnel including volunteers.				
Understands: ☐ The significance of a collaborative media program and its impact on student learning. ☐ 21st century skills and content. ☐ How to establish an open, equitable, accessible, and flexible learning environment.	**. . . and** Aligns all components of the school's library media program with: ☐ 21st century skills and content. ☐ State and local priorities and the North Carolina Standard Course of Study. ☐ Research-based practices ☐ Provides leadership in collaboratively planning, promoting, and sustaining the school library media program, services, and resources. ☐ Establishes the library media center as both a physical and virtual shared learning space. ☐ Provides an open, equitable and accessible learning environment.	**. . . and** ☐ Provides leadership to the school community in creating a 21st century learning environment.	**. . . and** ☐ Provides leadership at district, state, and/or national level in creating 21st century learning environments.	

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Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
b. School Library Media Coordinators lead in their schools. School Library Media Coordinators work collaboratively with school personnel to create a professional learning community. They analyze data to develop goals and strategies in the school improvement plan that enhance student learning. They provide input in determining the school budget and in the selection and provision of professional development that meets the needs of the students, the staff, and their own professional growth. They participate in the hiring process and collaborate with their colleagues to support teachers in the improvement of the effectiveness of their departments or grade levels. They establish positive working relationships and communicate with other educators to identify and select resources for curriculum support. They also partner with teachers to design instruction that seamlessly integrates 21st century skills, information fluency, and digital literacy across the curriculum.				
☐ Understands the goals of the school improvement plan ☐ Participates in shared decision making within the school. ☐ Supports and participates in professional learning communities.	**. . . and** ☐ Participates in the development and implementation of the school improvement plan. ☐ Infuses multiple literacies and 21st century skills within content-area instruction. ☐ Provides technology-enabled one-on-one and group professional development for school-based educators. ☐ Participates in the recruitment hiring process and/or mentoring of school-based educators.	**. . . and** ☐ Assumes a leadership role in a Professional Learning Community and/or the school improvement team at the school level. ☐ Models and leads 21st century teaching and learning concepts and strategies. ☐ Collaborates with teachers to integrate information and instructional technology into all curricular areas.	**. . . and** ☐ Assumes a leadership role in developing and implementing the school improvement plan. ☐ Participates in a professional learning network (PLN) at the district, state, and/or national level. ☐ Provides professional development on integrating information and instructional technology into all curricular areas at the school, district, state, and/or national level.	

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Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
c. School Library Media Coordinators advocate for effective media programs. School Library Media Coordinators are proactive in communicating the vision, requirements and impact of an effective 21st century library media program to key stakeholders using relevant research, evidence of student learning, and other outcomes. They advocate for information fluency, inquiry-based learning, curriculum fidelity, creativity, planning, innovation and reading for enjoyment and lifelong learning to ensure that all students have access to proper learning resources and are prepared for the future.				
☐ Understands the need to advocate for the library media program and resources to support the learning community.	. . . and Advocates for: ☐ Equitable access to 21st century resources throughout the learning community. ☐ Integration of 21st century skills and resources throughout the school's instructional program. ☐ Appropriate staffing for the school library program. ☐ Policies and procedures to support effective school library media programs. ☐ Shares relevant research, evidence of student learning, and other outcomes to educate the school community about effective school library media programs.	. . . and ☐ Establishes internal and external partnerships to advocate for effective school library media program.	. . . and ☐ Provides leadership beyond the school level in communicating the impact of library media program on 21st century content and skills. ☐ Leverages partnerships to advocate at the local, district, state and/or national level for highly effective school library media programs.	

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Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
d. School Library Media Coordinators demonstrate high ethical standards. School Library Media Coordinators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. They uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.				
	. . . and	. . . and	. . . and	
☐ Models ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct. ☐ Models best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	☐ Educates students, teachers, and other members of the school community to use best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	☐ Partners with other libraries and community organizations to promote the use of best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	☐ Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.	

Examples of Artifacts that may be used to support ratings:
☐ Staff development documentation
☐ Newsletters
☐ Conference documentation
☐ Websites
☐ School improvement and/or other leadership team documents
☐ PLC and/or PLN documentation
☐ Emails
☐ Informal communication with school staff
☐ Collaboration forms
☐ Articles and presentation documentation
☐ Professional Organization Activities
☐ North Carolina School Library/Media Rubrics and Research
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Evaluator Comments: (Required for all "Not Evident" ratings and recommended for all others.
Comments of Person Being Evaluated: (Optional)

STANDARD 2. School Library Media Coordinators build a learning environment that meets the instructional needs of a diverse population of students.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated**
a. **School Library Media Coordinators establish a learning environment that facilitates access to resources and addresses the learning needs of all members of the school community.** School Library Media Coordinators create a welcoming and accessible physical space that facilitates active learning, promotes participation and collaboration and teamwork, and provides flexibility to accommodate multiple learning styles, 21st Century skills, and reading enjoyment. School Library Media Coordinators incorporate a global view and multiculturalism in library services, programming, and collection development to meet the personal interests and learning needs of a diverse student population. They develop and implement strategies to remove barriers to open and equitable access to the library media center and its resources.				
☐ Acknowledges that diversity impacts student learning.	**. . . and** ☐ Utilizes data to understand the diverse needs of the school community. ☐ Provides open and equitable access to information and technology resources that reflect and accommodate diverse student needs and interests. ☐ Fosters global literacy, awareness and cultural understanding.	**. . . and** ☐ Collaborates with teachers to develop classroom instructional practices that are culturally relevant and address the needs of diverse learners. ☐ Leads professional development on resources and instructional strategies to meet the needs of a diverse population of students.	**. . . and** ☐ Recommends to school and/or district administrators changes to education programs and policies based on data analysis.	

STANDARD 2. School Library Media Coordinators build a learning environment that meets the instructional needs of a diverse population of students.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
b. School Library Media Coordinators provide appropriate resources, services, and instruction for learners at all stages of development. School Library Media Coordinators model and promote the seamless integration of content, pedagogy, and technology to meet diverse student needs. They incorporate universal design to facilitate equitable access to information and resources for learning. They encourage the cultivation of creativity, reading interests, and critical thinking across multiple years of students' school careers.				
Recognizes the need to: ☐ Use technology and research-based instructional strategies. ☐ Use innovative instructional strategies to engage students. ☐ Differentiate instruction. ☐ Cultivate student creativity, reading interests, and critical thinking.	. . . and ☐ Uses technology and i research-based instructional strategies to deliver instruction. ☐ Uses innovative instructional strategies to engage students. ☐ Guides students to utilize critical thinking and creativity in the creation of new content. ☐ Utilizes a variety of strategies to cultivate and support students' reading interests.	. . . and ☐ Collaboratively designs differentiated instruction that assures the integration of content, pedagogy, and technology across the curriculum. ☐ Facilitates the collaborative design of learning experiences that cultivate creativity and critical thinking.	. . . and ☐ Leads professional development in the design of learning experiences that result in student-created content.	

Examples of Artifacts that may be used to support ratings:
☐ Student-created content
☐ Usage data
☐ Assessment data
☐ Collection Management Plan
☐ Policies and Procedures Manuals
☐ Collaboratively produced lesson and unit plan
☐ Professional development plans
☐ Documentation of Professional/Electronic Learning Community Activities
☐ Reflective journaling
☐ Blogs
☐ Articles written by School Library Media Coordinator
☐ Listservs
☐ Newsletters
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Evaluator Comments: Required for all "Not Evident" ratings and recommended for all others.
Comments of person being evaluated (Optional):

Standard 3: School Library Media Coordinators implement a comprehensive 21st century library media program.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Evident**
a. School Library Media Coordinators develop a library collection that supports 21st Century teaching and learning. School Library Media Coordinators develop an appropriate and high quality library media collection that facilitates 21st century teaching and learning. They use collection mapping and other collection analysis tools to ensure that the collection is dynamic, learner-centered, supports the *North Carolina Standard Course of Study*, and meets the unique needs of the school and its learners.				
☐ Understands the components of a collection management plan. ☐ Recognizes that the collection management plan should be collaboratively developed and regularly updated.	**. . . and** ☐ Systematically collects and utilizes data to collaboratively develop and regularly update the collection management plan. Ensures that the library collection: ☐ Is aligned with and supports the *NC Standard Course of Study*. ☐ Provides for the recreational and informational needs of students in a variety of formats.	**. . . and** ☐ Uses collection management plan data to solicit external resources to support collection development.	**. . . and** ☐ Provides leadership beyond the school level in best practices regarding the development and implementation of a high quality collection management plan.	

Standard 3:	School Library Media Coordinators implement a comprehensive 21st century library media program.			
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**

b. **School Library Media Coordinators serve, promote and facilitate inquiry-based instruction and the effective use of information and technology.** School Library Media Coordinators make their skills and expertise as well as the learning space and resources of the library media center flexibly available and easily accessible to all members of the school community. They help learners become discerning and effective users of information and ideas, and they promote the seamless integration of curriculum, pedagogy and technology to meet curricular goals. They encourage teachers and students to apply an inquiry-based approach to learning and actively support instructional practices that promote creativity and critical thinking.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
	. . . and	**. . . and**	**. . . and**	
☐ Understands and supports inquiry-based approaches to learning.	☐ Collaboratively plans, implements, and assesses inquiry-based instruction.	☐ Leads other educators in the implementation of inquiry-based instruction.	☐ Communicates data that illustrate the connection between an open and flexibly scheduled library media program, collaboration with classroom teachers, and student learning	
☐ Communicates the connection between a flexibly scheduled school library media program, collaboration with classroom teachers, and student learning.	☐ Ensures that library resources and technology are flexibly available and easily accessible.	☐ Shares data about library accessibility with the school community.		

Artifacts that may be used to support ratings:
☐ Collection Management Plan
☐ Library Media Center Schedule
☐ Library Media Center Sign-Up Sheets
☐ Collaboration Forms
☐ Lesson Plans
☐ Research
☐ Documentation of Work with School Staff, Parents, and Other Members of the School Community
☐ Output Measures
☐ Data Walls
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Evaluator Comments (Required for "Not Evident" ratings and recommended for all others:

Comments of person being evaluated (Optional):

Standard 4. School Library Media Coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated**
a. School Library Media Coordinators use effective pedagogy to infuse content-area curricula with 21st Century skills. School Library Media Coordinators integrate 21st century skills in instructional design, delivery, and assessment to meet curriculum objectives and produce positive learning outcomes for students. They promote best instructional practices and curriculum fidelity through collaboration and support to educators. They model and facilitate access to current information and technology tools and participatory and social learning.				
☐ Understands the need for participatory and social learning for 21st Century learners. ☐ Understands the Framework for 21st Century Learning.	**. . . and** ☐ Utilizes participatory and social learning experiences in instruction. Collaborates with school staff to: ☐ Incorporate participatory and social learning into their instructional practices. ☐ Design, deliver and assess instruction that integrates 21st century skills and content. ☐ Designs, delivers and assesses instruction that integrates 21st Century skills and content.	**. . . and** Models and leads other educators in the use of:: ☐ Participatory and social learning experiences. ☐ The design, delivery and assessment of instruction that integrate 21st century skills and content.	**. . . and** ☐ Assists content area teachers in understanding the relationship between the quality of instructional design and positive learning outcomes for students.	

Standard 4. School Library Media Coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
b. School Library Media Coordinators know the content appropriate to their teaching specialty. School Library Media Coordinators model, promote, and support other educators in the effective use of information resources, best practices in research, multiple literacies, digital safety, and the ethical use of information and technology resources. They collaboratively develop and utilize research-based pedagogical strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. They apply the content standards for students developed by their professional organizations. School Library Media Coordinators collaboratively design, use, and communicate innovative outcome measures to identify evidence of student learning using 21st century skills across all curriculum areas.				
Teaches students: ☐ Safe and ethical use of information and technology resources. ☐ Effective strategies for accessing, evaluating, and synthesizing information resources to support learning. ☐ Utilizes a research model in the school library media center. ☐ Demonstrates knowledge of curriculum goals across grade levels and subject areas.	**. . . and** Works with teachers to: ☐ Assure that students are safe and ethical use of information and technology resources. ☐ Integrate effective strategies for accessing, evaluating, and synthesizing information resources to support teaching and learning. ☐ Implement a school wide research model.	**. . . and** Provides leadership in: ☐ The ethical and appropriate use of information and technology resources. ☐ Collaboratively assessing, evaluating, and synthesizing information resources to support teaching and learning.	**. . . and** ☐ Participates in district, state, or national conversations and debates regarding the safe, ethical and appropriate use of information and technology resources. ☐ Provides educational opportunities at the district, state or national level for professional staff members regarding the safe, ethical and appropriate use of information and technology resources.	

Standard 4. School Library Media Coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
c. School Library Media Coordinators promote reading as a foundational skill for learning. School Library Media Coordinators champion reading for information, pleasure and lifelong learning. They build relationships with students to discover reading interests and assist in finding engaging and appropriate materials to encourage a love of reading. They partner with teachers in identifying the reading interests and needs of students and recommending appropriate resources.				

☐ Identifies appropriate resources based on student interests and needs to scaffold and support differentiated instruction.
☐ Assists students in finding engaging and appropriate information resources by building on their interests.
	. . . and
	
	Challenges students to read:
	    ☐ For pleasure.
	    ☐ Independently.
	    ☐ Increasingly complex materials.
	☐ A variety of materials Across a variety of subject areas and disciplines
	
	☐ Partners with teachers in identifying the reading interests and needs of students.
	
	☐ Recommends appropriate resources to address the reading interests and needs of students.
		. . . and
		
		☐ Expands and enhances the quantity and quality of students' reading activities.
		☐ Promotes the use of a variety of engaging and appropriate materials to support reading instruction.
			. . . and
			
			☐ Involves stakeholders in leisure reading activities.
			
			☐ Provides leadership in implementing community partnerships to support literacy programs.	

Artifacts that may be used to support ratings:
☐ Documents written for a listserv
☐ Book Fairs
☐ Collection Management Plan
☐ Records of students who have public library cards
☐ Participation in Battle of the Books
☐ Summer reading programs
☐ Student and teacher feedback about the school's collection
☐ Community partnership activities
☐ Student reading records
☐ Family Reading Night
☐ Adult Literacy Courses
☐ Reading Across the Community Programs
☐ Book Clubs
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Evaluator Comments (Required for all "Not Evident" ratings and recommended for all others:

Comments of person being evaluated (Optional):

Standard 5. School library media coordinators reflect on their practice.				
Developing	Proficient	Accomplished	Distinguished	Not Evident
a. School Library Media Coordinators analyze student learning. School Library Media Coordinators use formative and summative assessments to collect data about student learning in the library media center and its impact on student achievement. They use multiple sources and types of data to improve their professional practice.				
☐ Thinks systematically and critically about the impact of the school library media program on student learning.	**. . . and** Develops and implements a long-term strategic library program plan that: ☐ is based on evidence and best practices ☐ reflects the goals of the school improvement plan ☐ Collects and uses I relevant data to improve their professional practice and the library media program	**. . . and** ☐ Seeks feedback from stakeholders on the effectiveness of service delivery and needed changes. ☐ Conducts action research to determine the impact of the school library media program on student achievement. ☐ Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students. ☐ Leverages resources to implement action research findings.	**. . . and** ☐ Advocates for changes to the school library media program guided by action research findings. ☐ Collaborates with stakeholders to use action research findings in the implementation of the school library media program.	

Standard 5. School library media coordinators reflect on their practice.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
b. School Library Media Coordinators link professional growth to their professional goals. School Library Media Coordinators actively seek ongoing professional development to improve their practice and the effectiveness of the library media program.				
☐ Develops and follows a professional growth plan aligned to evaluation results and professional practice needs. ☐ Understands that personal culture and experiences may impact professional practice.	**. . . and** Participates in professional development that: ☐ Addresses professional growth goals. ☐ Reflects 21st Century skills and knowledge. ☐ Is aligned with State Board of Education and school and district priorities.	**. . . and** ☐ Applies and implements knowledge and skills attained from professional development to improve the library program and their practice.	**. . . and** ☐ Assesses the impact of professional development on the effectiveness of their instruction and the library program.	
c. School Library Media Coordinators function effectively in a complex, dynamic environment. School Library Media Coordinators adapt to a rapidly changing information and technology environment. They thrive in an increasingly digital information landscape and continuously adapt their professional practice based on research and student data to support school goals.				
☐ Stays current with evolving research about the changing information and technology environment.	**. . . and** ☐ Applies findings from evidence-based research to professional practices. ☐ Seeks new ideas that support students' social, emotional, psychological, and academic success. ☐ Changes practice to best meet the evolving needs of students, families, schools, and communities.	**. . . and** ☐ Routinely monitors the impact of changes to professional practice.	**. . . and** ☐ Uses the results of monitoring activities to improve the school library media program. ☐ Shares results of monitoring activities and offers recommendations for the improvement of the school library media program throughout the school and district.	

Artifacts that may be used to support ratings:
☐ Self assessment
☐ Documentation of continuing education—articles, conferences
☐ Feedback from supervisor, students, parents, community members, colleagues
☐ Professional development syllabi
☐ Professional Growth Plan
☐ Evaluation tool
☐ Student outcome data
☐ Logs
☐ Action research documentation
☐ Memberships in professional organizations
☐ Formative and summative assessments
☐ Student and school needs assessments
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Evaluator Comments (Required for all "Not Evident" ratings and recommended for all others):
Comments of person being evaluated (Optional):

Rubric Signature Page

_____   _____

School Library Media Coordinator Signature   **Date**

_____   _____

Principal/Evaluator Signature   **Date**

Comments Attached: _____YES   _____NO

_____   _____

Principal/Evaluator Signature   **Date**

(Signature indicates question above regarding comments has been addressed.)

Note: The School Library Media Coordinator's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the School Library Media Coordinator has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the School Library Media Coordinator process.