Rubric for the School Librarian Candidate during the Clinical Experience

Standard 1: Teaching for Learning

1.1 Knowledge of Learners and Learning	*Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments.*	
1C1) The baseline school librarian candidate has knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies.	**1E1)** The emerging school librarian candidate applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments.	**1D1)** The developing school librarian candidate seeks supplemental curricular resources aligned to district, school, whole class, and individual learner goals. Communicates the impact of instruction on student achievement.
Evidence of Commitment *Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences*	*Evidence of Commitment* *Designs lessons and activities based on the unique needs of students* *Evidence of Practice* *Alignment exists between instruction that is planned and instruction that is delivered* *Evidence of Impact* *Students receive instruction based on effective planning*	*Evidence of Commitment* *Lesson design and plans for instruction demonstrate respect and value for each student* *Evidence of Practice* *Uses engagement strategies to increase students' levels of interest and activity* *Evidence of Impact* *Students individual learning needs are addressed*

1.1 Knowledge of Learners and Learning

Candidate-0	Emerging-1	Emerging-2	Developing-3
Identifies high impact instructional strategies Understands that providing opportunities for students to engage actively with the content is important Has an awareness of possible strategies for building student engagement -Describes various types of learning characteristics and their potential impact on student learning Describes the possible ways to adjust instruction based on student differences -Identifies a variety of activities to meet the needs of each student Recognizes the need for effective feedback to students Describes the possible ways to adjust instruction based on student differences -Understands the importance of differentiation in teacher presentation and student response Is aware of classroom management techniques but does not implement	Develops lesson plans that generally reflect a design which includes appropriate content -Uses some high impact instructional strategies during instruction Uses engagement strategies that facilitate participation and meaning- making by some students Occasionally asks questions to engage most students Exhibits some variance in pacing that generally captures student interest and attention Explains particular learning characteristics of some students and their potential impact on student learning Explains how to use appropriate instructional strategies to meet the student's learning needs -Verbalizes why a variety of activities was chosen to meet the needs of each student -Occasionally uses and provides a variety of feedback to inform student needs Implements adjustments to instruction to address variations in student learning, addressing student confusion and struggles -Frequently moves around the room to monitor and manage student behavior Misbehavior is generally addressed when it occurs	Develops lesson plans consistently designed to include appropriate content Uses instructional strategies that are research based and effective Scans room regularly to identify low engagement and responds when engagement is lessening Consistently uses questioning strategies that engage many students Varies pacing that enhances student interest and attention Routinely implements adjustments to instruction to address variations in student learning, addressing student confusion and struggles throughout the lesson -Designs lessons using appropriate instructional strategies to meet the needs of each student Designs, implements, and assesses a variety of activities embedding strategies that meet the needs of each student Designs feedback to inform the students of their status relative to learning goals Misbehavior is addressed quickly when it occurs	Consistently demonstrates a depth of knowledge about the content that moves students from knowledge level to analysis, synthesis, evaluation and synthesis of concepts Uses highly effective instructional strategies and delivery methods Scans room consistently, identifies low engagement, and promptly uses strategies that result in an increase of student engagement Consistently uses questioning strategies and structures that facilitate active participation and meaning-making by students There is clear evidence that higher levels of engagement result in increased learning Routinely uses data to plan for and implement adjustments to instruction to address variations in student learning, addressing student confusion and struggles throughout the lesson Designs and implements lessons and activities embedding strategies appropriate to the student's learning needs and throughout the lesson The process of instruction is uninterrupted by student misbehavior

Rubric for the School Librarian Candidate during the Clinical Experience

Standard 1: Teaching for Learning

1.2 Instructional Partner	*Collaborates effectively with classroom teachers and other educators.*	

1C2) The baseline school librarian candidate describes coordination, cooperation, integrated instruction, and integrated curriculum as forms of collaboration.	**1E2)** The emerging school librarian candidate collaborates with other educators to plan and implement instruction.	**1D2)** The developing school librarian candidate jointly develops shared objectives, common lesson and unit plans with teachers as equal partners, integrating content and information literacy in a teaching situation.
Evidence of Commitment *Understands the importance of collegial collaboration to improve professional practice, particularly during the clinical experience and the induction phase*	***Evidence of Commitment*** *Reaches out to others in effort to collaborate* ***Evidence of Practice*** *Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school* ***Evidence of Impact*** *Student learning improves as a result of co-planned and co-taught lessons*	***Evidence of Commitment*** *Adopts a philosophy of collaboration and makes sure it underscores all communication and teaching practices* ***Evidence of Practice*** *Collaborates with multiple content areas to address the needs and services needed in the school* ***Evidence of Impact*** *Co-plans, co-teaches and co-assesses to enrich student learning in the content areas*

1.2 Instructional Partner

Candidate-0	Emerging-1	Emerging-2	Developing-3
Understands the importance of observation and feedback as a means to improving professional practice Understands how the mission, vision, values, and goals guide the learning of all students Has developed skills to effectively communicate with colleagues, Pk-12 students, staff, and families Understands the importance of frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families	Develops trusting and working relationships with other educators at the school level to support student learning and student self-efficacy Sometimes engages with colleagues to gather new ideas and improve practice Sometimes welcomes observation and feedback and incorporates it for overall improvement Sometimes meets with cooperating teachers and supervisors Sometimes effectively communicates with colleagues, Pk-12 students, staff, and families Sometimes engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families Demonstrates knowledge of the school/district vision, mission and goals	Coordinates library instructional and reading promotion objectives with classroom instructional objectives Consistently engages with colleagues to gather new ideas to improve practice Consistently welcomes observations and feedback and incorporates it for overall improvements Meets regularly and promptly with cooperating teachers and supervisors Routinely effectively communicates with colleagues, Pk-12 students, staff, and families Routinely engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families to improve practice Consistently embraces the mission, vision, values and goals guiding the learning of each student	Cooperates and collaborates with other educators at the school and district level to support student learning and student self-efficacy, and jointly setting goals and scheduling activities in the library in support of student learning Provides data on improved relationships with students, families, and staff Participates in staff meetings/PLCs -Routinely effectively communicates with colleagues, Pk-12 students, staff, and families. Utilizes the information, gained from the conversations, to meet the needs of each student. Routinely engages in frequent, positive interactions and relationships with students, staff, faculty, colleagues, and/or families to improve practice and impact student learning Routinely welcomes observation and feedback as a means to improving professional practice including evidence regarding new ideas that have been incorporated and their impact on student learning Routinely embraces the mission, vision, values and goals guiding the learning of each student.

Rubric for the School Librarian Candidate during the Clinical Experience

Standard 1: Teaching for Learning

1.3 Effective and knowledgeable teacher	The school librarian documents and communicates the impact of instruction on student achievement.		
1C3) The baseline school librarian candidate can locate national and state standards; and is able to align them to learning outcomes; has knowledge of a variety of formal and informal formative and summative assessments that align with curriculum goals	**1E3)** The emerging school librarian candidate makes informed decisions about instructional objectives aligned to district mapping and pacing guides; uses formal and informal assessments throughout the instructional process.		**1D3)** The developing school librarian candidate consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments; consistently uses formal and informal assessments throughout the instructional process to gather and analyze data related to student achievement.
Evidence of Commitment *Demonstrates awareness of the need to build learning experiences that are appropriate and directly linked to district curriculum and assessments and state and national standards*	***Evidence of Commitment*** *Lesson design includes formal and informal assessments* ***Evidence of Practice*** *Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications* ***Evidence of Impact*** *Students engage in learning goals that advance mastery of content*		***Evidence of Commitment*** *Lesson design includes multiple assessment modes and approaches* ***Evidence of Practice*** *Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction* ***Evidence of Impact*** *Individual students and the whole class advance in their learning*

1.3 Effective and knowledgeable teacher

Candidate-0	Emerging-1	Emerging-2	Developing-3
Identifies the components and organization of an effective curriculum Identifies appropriate curriculum, learning activities, and assessments Is knowledgeable on how to locate national, state and district curriculum standards Selects evidence-based practice aligned to grade level curriculum standards Is knowledgeable of various types of formal and informal assessments and the importance of their use	Designs lessons and assessments exhibiting an inconsistent understanding of appropriate curriculum and learning activities Designs appropriate curriculum and learning activities locating and using national, state and district curriculum standards Designs evidence-based practice using grade level curriculum standards Recognizes the process for using different types of assessments to facilitate the tracking of student progress Knows the difference between informal and formal assessments and when each is most appropriate Knows how to gather information about students' experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students	Designs lessons and assessments exhibiting a consistent understanding of appropriate curriculum and learning activities Designs appropriate curriculum and learning activities locating and aligning to national, state and district curriculum standards Designs evidence-based practice aligned to grade level curriculum standards and district assessment tools Explains the process for using different types of assessments to facilitate the tracking of student progress Informal and formal assessments are frequently used to gather student data Uses information about students' experiences, learning, behavior, needs, strengths, and progress from parents, other colleagues, and students to build instructional goals/objectives	Delivers lessons and assessments that clearly match intended learning objectives and reflect a coherence of those learning objectives Designs a variety of appropriate curriculum and learning activities aligned with a clear connection to national, state and district curriculum standards Designs curriculum mapping aligned to grade level curriculum standards and district assessment tools Routinely creates, implements, and analyzes a variety of individualized assessment tools to illustrate the progress of each student Assessments data is collected at various times throughout lessons to direct modifications to instruction Uses information gathered by outside sources for students to create self-goals that drive individualized instruction

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Rubric for the School Librarian Candidate during the Clinical Experience

Standard 2: Reading and Literacy

2.1: Reading promotion	*Promotes and encourages reading for enjoyment, personal growth, and learning.*		
2C1) The baseline school librarian candidate has knowledge of reader advisory services and reading promotion strategies.	**2E1)** The emerging school librarian candidate assists readers in choosing a variety of materials in multiple formats to meet personal, recreational, and information needs.		**2D1)** The developing school librarian candidate plans and implements one or more strategies in the first academic year that model, encourage, and supports reading for: • enjoyment; • personal growth; and • learning.
Evidence of commitment *Is knowledgeable about ways to promote reading for enjoyment, personal growth and learning.*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *schedules book fairs, book talks, and books on display to promote reading* ***Evidence of Impact*** *Student engagement in reading increases as a result of participation in book fairs, book talks, and viewing books on display*		***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Hosts a yearly reading promotion program, reading nights, reading weeks in the school library* ***Evidence of Impact*** *There is general evidence that students who participate in reading programs (logs of participation), make steady gains in reading scores (state reading tests, quarterly reading assessment)*

2.1: Reading promotion

Candidate-0	Emerging-1.	Emerging-2	Developing-3
Describes multiple strategies that model, encourage and promote reading for: • enjoyment; • personal growth; and • learning Describes the importance of reading as a pleasurable experience to all students, including exceptionalities, through reader advisory services Places students at the center of reading, emphasizing free voluntary reading as a primary means of developing reading and literacy.	Shares research related to students' reading and literacy that articulates the importance of free voluntary reading Reviews and becomes familiar with students' reading interests and intellectual, emotional, and physical developments to enable appropriate reader advisory services Plans and implements one or more strategies that model, encourage, and supports reading for: • enjoyment; • personal growth; and • learning Encourages independent readers within the school to foster a love for reading Creates a reading culture where most students read Supports reading through occasional reading promotion events		Implements a variety of activities, including reading promotions that enable readers to extend their aesthetic experiences of authors' and illustrators' works Advocates for and demonstrates commitment to, students' right to select reading materials for enjoyment, personal growth, and learning Assists readers in choosing a variety of materials in multiple formats to meet personal, recreational, and information needs Models personal enjoyment of reading Implements multiple strategies that motivate and enable reading, including opportunities for readers to share their personal interpretations Motivates students to read beyond classwork in order to foster independent reading for personal pursuits Consistently encourages independent readers within the school and community, fostering a love for reading Establishes a reading culture where all students are encouraged and given opportunities to read.

Rubric for the School Librarian Candidate during the Clinical Experience

Standard 2: Reading and Literacy

2.2: Literature	Provides fiction and non-fiction literatures appropriate to the students and grade levels served.	
2C2) The baseline school librarian candidate has knowledge of classic and current literature in multiple formats.	**2E2)** The emerging school librarian candidate applies knowledge of classic and current literature in multiple formats that reflect readers' differences.	**2D2)** The developing school librarian candidate applies knowledge of classic and current literature, critically examines materials
Evidence of Commitment *Displays knowledge of children and young adult literature*	*Evidence of Commitment* *Reads children and young adult literature* *Evidence of Practice* *Becomes familiar with the collection in the library and makes book recommendations to patrons* *Evidence of Impact* *Students are engaged in reading the books they check out from the library*	*Evidence of Commitment* *Reads state, regional and national award books* *Evidence of Practice* *Helps students and staff select the "right" book or other material to match their needs and interests* *Evidence of Impact* *Successfully connects students with books on a consistent basis*

2.2: Literature

Candidate-0	Emerging-1	Emerging-2	Developing-3
Has knowledge of fiction and nonfiction literature, and encourages reading for pleasure and lifelong learning Describes children and teen literature, its history, and identifies current publishing trends Demonstrates knowledge of classic and current literature in multiple formats that reflect readers' differences in: •age; •physical, emotional, and intellectual development •race; •ethnicity; •gender and gender identity; •languages; •religion; and •socio-economic status Identifies and describes: •notable authors and illustrators; •their work and accomplishments; Identifies international, national, state, and regional awards	Utilizes classic and current literature in multiple formats that reflect readers' differences in: •age; •physical, emotional, and intellectual development •race; •ethnicity; •gender and gender identity; •languages; •religion; and •socio-economic status Has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning Instructs students about: •notable authors and illustrators along with their works and accomplishments; •international, national, state, and regional awards		Evaluates publishing trends within the framework of the historical and current contexts of children's and teen literature and shares the information with readers to enrich the reading experience Analyzes similar works to determine the most appropriate choice for the school library collection, applying criteria used in standard professional practice Implements a variety of activities, including reading promotions that enable readers to extend their aesthetic experiences of authors' and illustrators' works and international, national, state, and regional awards Assesses students' knowledge of: •notable authors and illustrators along with their works and accomplishments; •international, national, state, and regional awards

Rubric for the School Librarian Candidate during the Clinical Experience

Standard 2: Reading and Literacy

2.3: Diversity and inclusiveness	*Selects reading materials in multiple formats to facilitate maximum access for all members of the school community*		
2C3) The baseline school librarian candidate has knowledge of how to create climate of respect and tolerance in the school library.	**2E3)** The emerging school librarian candidate creates a climate of respect and tolerance in the school library, and sets clear standards of conduct conducive to an atmosphere of collaboration, cooperation, and critical thinking.		**2D3)** The developing school librarian candidate designs or supports learning opportunities that enable students to construct knowledge and meaning from their personally diverse perspectives and experiences.
Evidence of Commitment *Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences*	*Evidence of Commitment* *Reviews library collection to identify areas of potential bias* *Evidence of Practice* *Demonstrates importance and appreciation of a variety of perspectives* *Evidence of Impact* *Student understanding of local and global issues surrounding disciplinary content expands through librarian's instruction*		*Evidence of Commitment* *Eliminates bias in library collection* *Evidence of Practice* *Instructional activities include global perspectives and/or critical examination of bias. Electronic and print library materials are used to support this instruction* *Evidence of Impact* *Students' use of materials selected by the librarian increases their ability to develop balanced, diverse social and cultural perspectives*

2.3: Diversity and inclusiveness

Candidate-0	Emerging-1.	Emerging-2	Developing-3
Describes the characteristics of diverse groups including differences in: •physical, emotional, and intellectual development; •age; •race; •ethnicity; •gender; •language; •sexual preference; •religion; and •socio-economic status. Describes students' interests based on physical, emotional, and intellectual development, age, race, ethnicity, gender, language, sexual preference, religion, and socio-economic status when evaluating resources to ensure equal representation and equal opportunity for access to materials and information. Examines personal attitudes, beliefs, and assumptions about how race and ethnicity influence professional dispositions and actions.	Practices culturally responsive pedagogy that enhances the reading experience of all students Creates a climate of respect and tolerance in the school library, and sets clear standards of conduct conducive to an atmosphere of collaboration, cooperation, and critical thinking Analyzes students' interests based on: •physical, emotional, and intellectual development; •age; •race; •ethnicity; •gender; •language; •sexual preference; •religion; •socio-economic status; and •evaluates potential resources to ensure equal representation and equal opportunity to information access.		Engages students in authentic, interactive literacy events that recognize individual students' physical, emotional, and intellectual development levels and diverse cultural contexts Designs learning opportunities that enable students to construct knowledge and meaning from their personally diverse perspectives and experiences Matches students' interests with potential resources based on: •physical, emotional, and intellectual development; •age; •race; •ethnicity; •gender; •language; •sexual preference; •religion; •socio-economic status; and •ensures equitable representation and equal opportunity to information access.

Rubric for the School Librarian Candidate during the Clinical Experience

Standard 3: Information and Knowledge

3.2: Information literacy skills	*Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking*	
3C2) The baseline school librarian candidate has knowledge of information literacy research models and researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.	**3E2)** The emerging school librarian candidate plans and delivers individual, small group, and whole class information literacy lessons and selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.	**3D2)** The developing school librarian candidate ensures that information literacy skills are embedded in all subject areas and ensures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.
Evidence of Commitment *Demonstrates knowledge of various types of instructional strategies and resources that result in enhanced critical thinking skills in students*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking* ***Evidence of Impact*** *Students are engaged in active learning that promotes the development of critical thinking and problem solving skills*	***Evidence of Commitment*** *N/A* ***Evidence of Practice*** *Assesses student growth to determine student use of critical thinking and problem solving skills* ***Evidence of Impact*** *There is growth in student learning and use of critical thinking and problem-solving skills as a result of information literacy instruction*

3.2: Information literacy skills

Candidate-0	Emerging-1	Emerging-2	Developing-3
Has an understanding of how to generate learning goals that stretch student thinking Is knowledgeable of different types of questioning techniques to generate responses from students requiring critical thinking and analysis Understands knowledge is gained when students are prompted to defend their thinking Has the ability to consider various interpretations of problems and solutions	Instruction includes goals that stretch the thinking of most students Instruction includes questioning techniques that prompt students to provide answers reflecting critical thinking Instruction includes occasions when students are called on to defend their thinking Instruction includes introduction of various interpretations of problems and their solutions	Instruction includes challenging learning goals that stretch the thinking of all students Instruction includes questioning techniques that prompt students to provide answers reflecting critical thinking and analysis Instruction includes students routinely defending their thinking Instruction includes student reflection on various interpretations of problems and their solutions	Uses assessment strategies that measure the extent of student thinking related to learning outcomes Uses assessment strategies which prompt students to use critical thinking and analysis skills Develops assessments that measure students' defended thinking Uses assessment strategies that measure the student interpretation of problems and their solutions Uses high level of skilled questioning techniques (Blooms – Rigor + Delivery) Provides open-ended projects Discusses student choices and supports using content vocabulary Facilitates using the constructivist approach to lessen student discourse through critical thinking instead of lecturing Has ability to adjust & adapt strategies on the spot

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Rubric for the School Librarian Candidate during the Clinical Experience

Standard 4: Leadership and Advocacy

4.1: Instructional leadership	Provides leadership by articulating ways in which school libraries contribute to student achievement.	
4C1) The baseline school librarian candidate participates in resource sharing and professional development activities	**4E1)** The emerging school librarian candidate has a developing awareness of school priorities and activities of the school leadership team, helps arrange and deliver professional development for staff upon requested by administration.	**4D1)** The developing school librarian candidate provides input to leadership team and aligns library program with instructional priorities.
Evidence of Commitment *Attends district department, curriculum, standards, strategic planning, intervention, and technology meetings*	*Evidence of Commitment* *Identifies the process of school governance within the building* *Evidence of Practice* *Is aware of school governance operates to ensure student needs are met* *Evidence of Impact* *N/A*	*Evidence of Commitment* *Actively participates in school governance meetings* *Evidence of Practice* *Makes suggestions for improvement and suggests curricular and technology resources to address specific school problems and conducts ongoing analysis of the impact of the resources on the impact of student achievement* *Evidence of Impact* *Student achievement is positively impacted by the use of library resources*

4.1: Instructional leadership

Candidate-0	Emerging-1	Emerging-2	Developing-3
Demonstrates understanding of school governance Articulates the role of the library in school and district student achievement Reviews the school and district improvement plans and evaluates the library goals	Meets occasionally with the school administration Disseminates reports of school library activities to the school principal Is aware of the school's mission and goals and takes those into consideration in designing the library media program Articulates the vision and mission of the school library program	Meets regularly with the school administration Is a member of the leadership team, if requested by administration Takes on responsibility for planning or delivering professional development, at the request of administration Disseminates periodic reports of school library activities to the school community Ensures the vision and mission of the school \ library program align with the vision and mission of the school and district	Shares and presents consistent and relevant reports, usage statistics, and data to district administration to show impact of all aspects of the program Regularly plans professional development of staff in the effective use of informational and technological resources as tools in the learning process Is a leader at the building and is involved with district committees Helps to formulate school goals and then designs the library media program to achieve those goals and participate actively in developing and updating the technology plan

Rubric for the School Librarian Candidate during the Clinical Experience

Standard 5: Program Management and Administration

5.2: Collection management	*Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and deselects information resources.*	
5C2) The baseline school librarian candidate has knowledge of selecting, acquiring, and deselecting resources	**5E2)** The emerging school librarian candidate selects, acquires, and deselects resources for a specific school community.	**5D2)** The developing school librarian candidate analyzes the collection in relation to student achievement.
Evidence of Commitment *Has knowledge of selection, acquisition, circulation, and deselection of library resources.*	*Evidence of Commitment* *N/A* *Evidence of Practice* *Librarian familiarizes themselves with the existing collection* *Evidence of Impact* *Students utilize items in the library collection to support their learning*	*Evidence of Commitment* *N/A* *Evidence of Practice* *Uses collection analysis to evaluate and develop the collection to ensure that it supports the district standards and local school needs* *Evidence of Impact* *Students and staff request items in the collection to support learning and interest*

5.2: Collection management

Candidate-0	Emerging-1	Emerging-2	Developing-3
Demonstrates knowledge of collection evaluation strategies Demonstrates knowledge of current cataloging and classification standards for efficient and effective storage and retrieval	Becomes familiar with the collection and identifies strengths and weaknesses Selects and acquires resources for the school community to build a balanced collection that includes a diversity of format and content, reflecting our multicultural society Preserves resources for the school community	Weeds collection Develops a collection that supports district curriculum Applies current cataloging and classification standards for efficient and effective storage and retrieval	Analyzes the collection in relation to student achievement Enhances the collection in collaboration with the school community Manages a balanced collection Regularly inventories collection

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Rubric for the School Librarian Candidate during the Clinical Experience

Standard 5: Program Management and Administration

5.4: Professional ethics	*Practices professional ethics with regard to intellectual property and information privacy.*		
5C4) The baseline school librarian candidate has knowledge of the	**5E4)** The emerging school librarian candidate models the American Library Association Code of Ethics.		**5D4)** The developing school librarian candidate guides the school community on using information ethically.
Evidence of Commitment *Is knowledgeable about the American Library Association Code of Ethics.*	***Evidence of Commitment*** *Understands ethical principles as they apply to school records, policies, procedures, etc.* ***Evidence of Practice*** *Studies the ALA Code of Ethics and reflects on the information learned* ***Evidence of Impact*** *Interactions with students, staff and families are based upon ethical and legal principles*		***Evidence of Commitment*** *Maintains data on professional and ethical behavior* ***Evidence of Practice*** *Uses language from the ALA Code of Ethics that demonstrates respect when addressing staff, students and families, ensuring that sensitive information is kept confidential* ***Evidence of Impact*** *Teaches school staff and students information about ALA Code of Ethics with school staff and students, and assesses the impact of the instruction.*

5.4: Professional ethics

Candidate-0	Emerging-1	Emerging-2	Developing-3
Knowledgeable of the ethics of librarianship	Follows copyright law Adheres to the principles of the Library Bill of Rights, and the American Library Association's Code of Ethics Practices ethical behaviors	Articulates and discusses ethical issues with colleagues arranges with administrators for opportunities to educate teachers, students, and parents about ethical and acceptable use policies	Demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics Implements school and district acceptable use policies, including fair-use and copyright guidelines, Internet user protection policies and national, state, and local library standards

Rubric for the School Librarian Candidate during the Clinical Experience

Standard 5: Program Management and Administration

5.5: Policies and procedures	Develops policies and procedures in support of the library program.

5C5) The baseline school librarian candidate has knowledge of effective school library media program policies and procedures.	5E5) The emerging school librarian candidate communicates and implements existing effective school library media program policies and procedures.	5D5) The developing school librarian candidate analyzes existing policies and procedures using stakeholder input and data analysis.
Evidence of Commitment *Is knowledgeable about effective school library media program policies and procedures.*	*Evidence of Commitment* *Policies and procedures in the school library are support the school's vision, mission and goals* *Evidence of Practice* *Establishes handbooks and methods for communicating school library policies and procedures to staff, students and families* *Evidence of Impact* *Appropriate policies and procedures are in place to support student learning*	*Evidence of Commitment* *A review cycle is established for policies and procedures* *Evidence of Practice* *Regularly reviews policies and procedures with staff, students and parents* *Evidence of Impact* *Effectively implements policies and procedures to student learning*

5.5: Policies and procedures

Candidate-0	Emerging-1	Emerging-2	Developing-3
Has knowledge of policies about copyright, intellectual freedom, confidentiality and acceptable use of information resources Has knowledge of appropriate library procedures	Reviews existing policies about copyright, intellectual freedom, confidentiality and acceptable use of information resources Establishes library procedures and routines	Develops and updates policies regarding information issues such as copyright, intellectual freedom, confidentiality, and acceptable use of resources Shares library policies at staff meetings, in school newsletters and on school library website, and/or social media page Utilizes library procedures for circulation and for library use to provide for adequate access to instruction, resources, equipment, facility, and the expertise of the school librarian. Written plans, policies and procedures are available for patrons, staff, and volunteers Students follow library procedures and routines Ensures there is a procedure in place to deal with challenged library materials	Ensures policies and procedures are carefully followed in the library and throughout the school, when applicable Encourages district board policy to include copyright, intellectual freedom, confidentiality, and acceptable use of resources Established written policy, procedures and routines maximize use of library resources and communicated to all patrons Written procedures have been established to deal with challenged materials Policy and procedure manual is reviewed and updated on a regular basis

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Rubric for the School Librarian Candidate during the Clinical Experience

Standard 6: Technology Integration

6.2: Knowledge of technology	Continually upgrades technological skills to enhance student and teacher learning.	
6C2) The baseline school librarian candidate develops skills in using available digital tools.	**6E2)** The emerging school librarian candidate develops skills in using available media communication tools.	**6D2)** The developing school librarian candidate develops expertise with available and emerging media communication tools.
Evidence of Commitment *Is knowledgeable about a variety of technological resources*	*Evidence of Commitment* *Lesson design includes the use of instructional resources, including technology* *Evidence of Practice* *Delivered instruction includes resources and technologies to enhance the teaching and learning process* *Evidence of Impact* *Students use new information and technology skills to create accurate products*	*Evidence of Commitment* *Lesson design includes developmentally appropriate resources* *Evidence of Practice* *Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance* *Evidence of Impact* *Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions*

6.2: Knowledge of technology

Candidate-0	Emerging-1	Emerging-2	Developing-3
Identifies, evaluates, and uses technological resources and technical assistance, i.e., those available online and on-site within a school and district setting Uses available site-based technological resources to support instruction	Expands knowledge of existing and emerging technological resources and assesses their potential use to enhance instructional and learning activities Utilizes various technologies and methods to support student learning Models correct usage of technology resources	Makes current instructional technology available for students and teachers to use Provides assistance and instructions in the usage of school and library technology Provides recommended Web sites	Provides leadership in evaluation and implementation of technology resources Assists colleagues in incorporating technological resources into lessons Learns about innovative and emerging technologies and shares knowledge with others

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Rubric for the School Librarian Candidate during the Clinical Experience

Standard 6: Technology Integration

6.3: Communicate and facilitate learning	Integrates technology tools to communicate and facilitate learning.	
6C3) The baseline school librarian candidate has knowledge of instructional strategies integrating technology and media communication tools.	**6E3)** The emerging school librarian candidate utilizes media communication tools during instruction.	**6D3)** The developing school librarian candidate designs lessons that align with best practices for integrating technology and media communication tools.
Evidence of Commitment *Is knowledgeable about instructional strategies integrating technology and media communication tools.*	*Evidence of Commitment* *N/A* *Evidence of Practice* *Regularly uses technology and media communication tools to enhance the learning process* *Evidence of Impact* *Students use technology effectively during some instructional activities*	*Evidence of Commitment* *N/A* *Evidence of Practice* *Delivers instruction and models the use of technology and media communication tools to enhance learning* *Evidence of Impact* *Students effectively use technology and media communication tools to learn, as directed by the librarian*

6.3: Communicate and facilitate learning

Candidate-0	Emerging-1	Emerging-2	Developing-3
Identifies appropriate technology resources	Selects and utilizes appropriate technology resources to enhance student learning Occasionally recommends technology tools to teachers to enhance instruction Provides some differentiated instruction for students based on their abilities to use technological resources appropriately	Engages students in learning experiences that are supported through the use of technology to locate, collect, create, produce, communicate, and present information Regularly recommends technology tools to enhance instruction Provides access to library technology and resources through the Web	Utilizes exemplary technology practices with during instruction with students and teachers Is a building and district leader on how to integrate technology into instruction

Rubric for the School Librarian Candidate during the Clinical Experience

Standard 6: Technology Integration

6.4: Digital Citizenship	Promotes digital citizenship instruction to support appropriate academic use of information.		

6C4) The baseline school librarian candidate has knowledge of the concepts of digital citizenship.	6E4) The emerging school librarian candidate designs and implements digital citizenship lessons.		6D4) The developing school librarian candidate librarian becomes familiar with local policies that relate to digital citizenship.
Evidence of Commitment *Is knowledgeable about the concepts of digital citizenship.*	*Evidence of Commitment* *N/A* *Evidence of Practice* *Demonstrates use of appropriate resources for teaching digital citizenship* *Evidence of Impact* *Students are engaged in active learning that promotes the development of digital citizenship skills*		*Evidence of Commitment* *N/A* *Evidence of Practice* *Assesses student growth to determine student understanding and use of digital citizenship skills* *Evidence of Impact* *There is growth in student learning and use of digital citizenship skills*

6.4: Digital Citizenship

Candidate-0	Emerging-1	Emerging-2	Developing-3
Understands the concepts of digital citizenship Develops lesson plans to teach digital citizenship concepts	Becomes familiar with local policies that relate to digital citizenship Models good digital citizenship Occasionally provides instruction that teaches the ethical use of technology including cyber safety, digital citizenship, and respect for intellectual property	Regularly provides instruction on the use of information and multimedia and teaches students to: •cite sources •avoid plagiarism •seek multiple perspectives •assess online resources for validity, accuracy, and timeliness Regularly upholds a high standard for ethical use of information and technology fostering digital citizenship awareness in the school and community Monitors emerging issues in digital citizenship	Consistently teaches ethical use of information and multimedia and teaches students to: •cite sources •avoid plagiarism •seek multiple perspectives •assess online resources for validity, accuracy, timeliness Consistently upholds a high standard for ethical use of information and technology fostering digital citizenship awareness in the school and community Shares current issues in digital citizenship with staff, parents and the community

July 2017

Rubric for the School Librarian Candidate during the Clinical Experience

Standard 7: Professional Development

7.1: Professional learning	*Seeks opportunities to grow professionally by taking advantage of information, events, and services provided by local, state, and national organizations.*	
7C1) The baseline school librarian candidate discovers resources available for professional learning	**7E1)** The emerging school librarian candidate uses resources available for professional learning	**7D1)** The developing school librarian candidate shares knowledge gained from a variety of sources to the benefit of school learning community.
Evidence of Commitment *Is knowledgeable about resources available for professional learning*	*Evidence of Commitment* *Creates a professional growth plan to document appropriate knowledge, skills, and best practices* *Evidence of Practice* *Reviews and researches appropriate knowledge, skills, and best practices to address needs in the school* *Evidence of Impact* *Staff development and student learning needs are identified*	*Evidence of Commitment* *Professional growth plan reflects enhanced personal knowledge, skills and best practices* *Evidence of Practice* *Uses research and new learning to increase professional growth, develop personnel and increase student learning* *Evidence of Impact* *Student learning is impacted by new knowledge and skills*

7.1: Professional learning

Candidate-0	Emerging-1	Emerging-2	Developing-3
Participates in sight based professional development related to school, district, and state goals Plans for ongoing personal professional learning	Engages in reflective practice and applies this to his/her instructional process and to modify future instruction Articulates professional learning goals and commits to a learning plan based on self-reflection and other formative assessments Utilizes professional literature, best practices, and collegial relationships to improve as a school librarian Models lifelong learning, and exhibits leadership in schools and professional communities Strives to incorporate new ideas, attends professional development trainings, and follows up with changes in practice.	Constructs and implements long-term and short-term learning goals based on student, resource, and facility needs Engages in action research with colleagues for the purpose of examining and advancing one's practice to achieve professional goals. Utilizes nontraditional avenues (e.g., online professional development opportunities, Web-based information, online collaboration with other educators and experts) to provide and/or embed professional development in their learning community	Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction Modifies short and long-term professional goals by analyzing and reflecting on evidence of student learning and on self-assessments of instruction Initiates ongoing action research based upon self-reflection and ongoing professional learning Participates in professional organizations.