

The Framework for Teaching Library Media Specialist – Domains and Related Components

Domain 1: Planning and Preparation 1a. Demonstrating knowledge of literature and current trends in library/media practice and information/instructional technology 1b. Demonstrating knowledge of curriculum as well as students/school community and how the library program can address their needs 1c. Establishing goals for the library/media program appropriate to the setting and the students served 1d. Demonstrating knowledge of resources, both within and beyond the school 1e. Planning the library/media program integrated with the overall school program <i>What a teacher knows and does in preparation for teaching</i>	Domain 2: The Classroom Environment 2a. Creating an environment of respect and rapport 2b. Establishing a culture for investigation and love of literature 2c. Establishing and maintaining library procedures 2d. Managing student behavior 2e. Organizing physical space <i>All aspects of teaching that lead to a culture for learning in the classroom</i>
Domain 3: Instruction 3a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations 3b. Collaborating with teachers in the design of instructional units and lessons 3c. Engaging students in enjoying literature and in learning information skills 3d. Assisting students and teachers in the use of technology in the library/media center 3e. Demonstrating flexibility and responsiveness <i>What a teacher does to engage students in learning.</i>	Domain 4: Professional Responsibilities 4a. Reflecting on practice 4b. Preparing and completing reports and budgets 4c. Communicating with the larger community 4d. Participating in a professional community 4e. Engaging in professional development 4f. Showing Professionalism <i>Professional responsibilities and behavior in/out of the classroom.</i>

Domain 1 for Library Media Specialists: <i>Planning and Preparation</i>				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
1a Demonstrating knowledge of literature and current trends in library/media practice and information/instructional technology	Library Media Specialist demonstrates little or no knowledge of literature and of current trends in practice and information/instructional technology.	Library Media Specialist demonstrates limited knowledge of literature and of current trends in practice and information/instructional technology.	Library Media Specialist demonstrates thorough knowledge of literature and of current trends in practice and information/instructional technology.	Drawing on extensive professional resources, Library Media Specialist demonstrates rich understanding of literature and of current trends in information/instructional technology.
1b Demonstrating knowledge of curriculum as well as students/school community and how the library program can address their needs	Library Media Specialist demonstrates little or no knowledge of the school's curriculum and of the school community needs for literacy, technology, and information skills within the standards.	Library Media Specialist demonstrates some knowledge of the school's curriculum and of the school community needs for literacy, technology, and information skills within the standards.	Library Media Specialist demonstrates knowledge of the school's curriculum and of the school community needs for literacy, technology, and information skills within the standards.	Library Media Specialist demonstrates thorough knowledge of the school's curriculum and of the school community needs for literacy, technology and information skills within the standards by taking a leadership role to articulate and meet those needs.
1c Establishing goals for the library/media program appropriate to the setting and the students served	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.	Library Media Specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library Media Specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library Media Specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1d Demonstrating knowledge of resources, both within and beyond the school.	Library Media Specialist demonstrates little or no knowledge of resources available for students and teachers in the school.	Library Media Specialist demonstrates basic knowledge of resources available for students and teachers in the school.	Library Media Specialist is fully aware of resources available for students and teachers in the school.	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.
1e Planning the library/media program integrated with the overall school program.	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	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.	Library Media Specialist 's plan is well designed to support both teachers and students in their information needs.	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.

Domain 2 for Library Media Specialists: Classroom Environment				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
2a Creating an Environment of Respect and Rapport	Interactions, both between the Library Media Specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the Library Media Specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays or insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the Library Media Specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the Library Media Specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
2b Establishing a Culture for Investigation and Love of Literature	Library Media Specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library Media Specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library Media Specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library Media Specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
2c Establishing and Maintaining Library Procedures	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.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
2d Managing Student Behavior	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.	It appears that the Library Media Specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior, but these efforts are not always successful.	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.	Standards of conduct are clear, with evidence of student participation. 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.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
2e Organizing physical space	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.	Library Media Specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	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.	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, displays are attractive and inviting.

Domain 3 for Library Media Specialists: <i>Delivery of Service</i>				
Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
3a Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	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.	Library Media Specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library Media Specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library Media Specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
3b Collaborating with teachers in the design of instructional units and lessons	Library Media Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library Media Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
3c Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and learning information skills and take initiative in ensuring the engagement of their peers.
3d Assisting students and teachers in the use of technology in the library/media center	Library Media Specialist declines to assist students in the use of technology in the library/media center.	Library Media Specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library Media Specialist initiates opportunities to assist students and teachers in the use of technology in the library/media center.	Library Media Specialist is proactive in initiating opportunities to assist students and teachers in the use of technology in the library/media center.
3e Demonstrating flexibility and responsiveness	Library Media Specialist adheres to the plan, in spite of evidence of its inadequacy.	Library Media Specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library Media Specialist makes revisions to the library/media program when they are needed.	Library Media Specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for Library Media Specialists: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
4a Reflecting on Practice	Library Media Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library Media Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Library Media Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library Media Specialist makes some suggestions as to how the media program might be improved.	Library Media Specialist's reflection is highly accurate and perceptive, citing specific examples. Library Media Specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.

Component	Unsatisfactory	Needs Improvement (Basic)	Proficient	Excellent (Distinguished)
4b Preparing and Completing Reports and Budgets	Library Media Specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are not completed.	Library Media Specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes completed.	Library Media Specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are completed.	Library Media Specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are completed.
4c Communicating with the Larger Community	Library Media Specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library Media Specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library Media Specialist engages in outreach efforts to parents and the larger community.	Library Media Specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d Participating in a Professional Community	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.	Library Media Specialist's relationships with colleagues are cordial, and the specialist participates in school and/or district events and projects when specifically requested.	Library Media Specialist participates actively in school and/or district events and projects and maintains positive and productive relationships with colleagues.	Library Media Specialist makes a substantial contribution to school and/or district events and projects and assumes leadership with colleagues.
4e Engaging in Professional Development	Library Media Specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library Media Specialist's participation in professional development activities is limited to those that are convenient or are required.	Library Media Specialist seeks out opportunities for professional development based on an individual assessment of need.	Library Media Specialist activity pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f Showing Professionalism	Library Media Specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library Media Specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library Media Specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library Media Specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring ethical use/creation of information.