

Librarian/School Library Media Specialist: _____

Trained APPR Evaluator: _____

District: _____

Observation or Review Date: _____

1st Observation/review 2nd Observation /review

Notes to Evaluator: This APPR evaluation tool has also been crafted to align Charlotte Danielson’s Enhancing Professional Practice, the NYS School Library Program Evaluation Rubric tool, and goals of the Common Core Standards to increase rigor, relevance, and college and career readiness. This tool is aligned with NYS Teaching Standards as indicated in the left column. The terms *Librarian*, *School Librarian (SL)*, *School Library Media Specialist (SLMS)*, and all refer to a NYS certified School Librarian.

We recommend the use of seven folders –one for each NYS Teaching Standard—to gather evidence for each performance indicator. [RFQ 1.2, p.2 ¶12] These folders may include reports, curriculum maps, student work, professional development certificates of completion, and other evidence that demonstrates a librarian's instructional efforts.

As this APPR instrument is used, please indicate a score for each line and then calculate a composite average. This average can be multiplied by 4 for a 100-point composite score, or multiplied by 2.4 for a 60-point composite score.

Check the appropriate box making notes where necessary of observation evidence.

NYS Teaching Standards	Category & Points	Highly effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/evidence	Notes/Points Comments Evidence Examples
1	KNOWLEDGE OF STUDENTS & STUDENT LEARNING						
1.1 Also: 2.1	Instructional Plan Librarian has a long-term instructional and program plan (developed collaboratively with the school community) leading to college and career readiness	Librarian sets goals for student achievement and communicates annual program goals to building teachers. Goals are aligned with building and district mission statements.	Librarian has some articulated goals, and a short-term program plan, but plans are not fully-tied to assessments.	Librarian has random goals based on good ideas.	No goals have been set or aligned with curriculum; Librarian has no interest in setting goals.	<ul style="list-style-type: none"> • Three year plan/goal • One year instructional focus • Annual Information literacy goals based on assessment results • Reading program goals supported • Analyzed assessments used to set program goals • Research findings used to set goals • Librarian participates in assessment item analysis when appropriate 	
1.3 1.4 1.5 Also: 6.3 6.4	Independent Reading Librarian provides materials and fosters independent reading to support the curriculum, reading for enjoyment, and lifelong learning	Librarian fosters district-wide focus on building independent readers, reading motivation, and a reading culture where all students and adults read; Reading culture extends beyond school to broader community involving parents, community members, and public libraries.	Librarian is focused on reading with attention to integrating with classroom activities and motivating students to read on own; Teachers collaborate with librarian to extend reading beyond classrooms and foster independent reading for academic and personal pursuits	Librarian supports reading through occasional events; Some classroom teachers collaborate with librarian to promote reading in their classrooms.	Librarian places no particular emphasis on reading; Students generally do not use the library to obtain reading materials, either for academic or personal interests. Librarian operates as though reading were the only part this job with no thought or planning to support classroom curriculum.	<ul style="list-style-type: none"> • Reading list with current titles • Measures of reading progress • Reading logs • NY Statewide Summer Reading Program posters and promotion • Circulation/collection statistics • Three Apples Book events • Booktalks • Modeling reading strategies • Motivates students to read • Collection regularly weeded 	
1.1 1.2 1.3	Differentiated Materials & Instruction Librarian effectively embraces various learning models to reach all students	Librarian builds collections to reach gifted as well as challenged learners such as including visually impaired and ELL learners. Librarian varies instructional model to reach all students.	Librarian builds collections to reach all learners, but does not vary instruction to accommodate all learners.	Librarian is aware that she has to develop lessons to reach all learning levels.	Building the collection is centered on books, rather than student achievement.	<ul style="list-style-type: none"> • Hi-Lo collections • Students ask SL for suggestions • Students can successfully find a book • Students exit closure assessments indicate all levels can be successful. • Collections that provide text-to-speech and language translation 	

2		KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING					
2.1 2.2 also: 3.1	<p align="center">Curriculum Alignment</p> <p align="center">Librarian collaborates to align instruction (and program goals) to NYS Common Core Learning Standards</p>	<p>Librarian is involved in most curriculum development and collaborates with most teachers to improve instruction. Librarian teaches information literacy within the classroom curriculum. Librarian in a fixed schedule has curriculum that supports CC standards and uses DDI to determine information literacy needs of students.</p>	<p>Librarian participates in building and department level curriculum development, works with many teachers to improve instructional activities, offers information literacy instruction integrated within classroom curriculum, helps some teachers select instructional materials and make real world connections for students.</p>	<p>Librarian involvement with curriculum planning in a support role is in development;</p> <p>Librarian provides resources to classroom teachers and sometimes helps to make real world connections for students;</p> <p>Librarian's teaching is related to classroom curriculum but only sometimes collaboratively planned.</p>	<p>Librarian has little or no involvement in curriculum planning and is operating independently from classroom curriculum;</p> <p>Little collaborative planning takes place between librarian and classroom teachers;</p> <p>Use of library resources to support classroom curriculum is occasional and unplanned.</p>	<ul style="list-style-type: none"> • Collaboration logs-emails • Information literacy plan/maps • Curriculum is scaffolded with grade level objectives • SL developing scaffolded benchmarks • SL serves on curriculum committees • SL teaches collaboratively rather than in isolation when possible. • SL seeks to align research activities to CCSS which call for student-centered evidence based, research projects. 	
2.1 2.2	<p align="center">Inquiry-Based Learning</p> <p align="center">Inquiry Based learning is a program where students are challenged to question, think critically, acquire, evaluate, draw conclusions and create and share new knowledge.</p>	<p>Librarian has developed and is implementing & promoting:</p> <ul style="list-style-type: none"> • a collaboratively planned inquiry-based program, and • has aligned this program with NYS Learning Standards. 	<p>Librarian is developing and promoting:</p> <ul style="list-style-type: none"> • a collaboratively planned inquiry-based program, and • is aligning this program with NYS Learning Standards. 	<p>Librarian is aware of the need and has taken some planning steps to:</p> <ul style="list-style-type: none"> • Collaboratively plan an inquiry-based program within the building, and • Aligned this program with NYS Learning Standards, as well as student needs and district goals. 	<p>Librarian demonstrates little or no knowledge of Inquiry-Based learning.</p> <p>Paradigm of research reflects no current best practice.</p>	<ul style="list-style-type: none"> • Research driven by essential question • SL acts as research guide • Inquiry-based focus is promoted when possible • SL collaborates with teachers for student learning • CCSS Curriculum with Inquiry projects • Written teaching goals, objectives, with timelines • Students create knowledge products, often with use of technology • Evidence of student statistics, data, and analyses 	
2.4 ALSO: 1.1 3.1 3.5	<p align="center">Instructional Design</p> <p align="center">Librarian develops instruction around a scaffolded K-12 Inquiry-based research program with critical thinking and information skills</p>	<p>Students follow an inquiry process in the library program, think critically, construct understandings, assess their own learning; learning is structured for active engagement, sharing, learning how to learn;</p> <p>Instruction is differentiated to challenge and support all students.</p>	<p>Some students use inquiry skills to define problems, frame questions, begin critical thinking skill development; students analyze, synthesize to create own viewpoints and reflect on understandings; development of transferable skills in progress;</p> <p>Instruction is differentiated to support some students.</p>	<p>Learning is focused on location and access of information in the library, with inquiry process and critical thinking skills instruction in development.</p> <p>Student self-assessment, focus on transferable problem-solving skills, and differentiation of instruction are in development.</p>	<p>Students are seldom guided in an inquiry process in the library, or to think critically, construct understandings, and apply new learning; there is little student self-assessment.</p> <p>Instruction is not differentiated; Few library-learning experiences include active engagement and focus on the capacity to learn.</p>	<ul style="list-style-type: none"> • Modeling and guided practice • Independent practice • Reflection and sharing • Scaffolding of skills • Information Literacy curriculum • Student reflection logs and portfolios • Reflective note taking • Rubrics • Peer questioning • Creation and sharing of knowledge products 	
2.3 ALSO: 3.3	<p align="center">College and Career Readiness</p> <p align="center">Librarian sets high expectations for college and career readiness and fosters intellectual rigor</p>	<p>Librarian encourages the success of all students; Librarian actively encourages the use of non-fiction resources at appropriate</p> <p>Lexile range for grade level, and sustains challenging, authentic, intellectual work for all learners;</p> <p>Librarian works with teachers to transform learning for rigor and relevance.</p>	<p>Librarian often improves student performance and incorporates strategies to develop thinking, communication, and the development of knowledge products;</p> <p>Librarian recognizes potential and develops it in learners.</p>	<p>Librarian accepts the status quo or creates instructional activities that are based on rote learning, transfer of information from texts, reports, worksheets' librarian avoids rigor for the sake of mechanical completion of student work.</p>	<p>Librarian accepts poor work without question;</p> <p>Librarian does not uphold standards of AASL.</p>	<ul style="list-style-type: none"> • Research driven by essential question • Students generate questions to guide research • SL guides Independent practice • SL encourages student quality, rigor • Reflection and sharing • Scaffolding of skills • Process portfolios • Reflective note taking • Rubrics • Peer questioning • SL advocates for additional hours to eliminate digital divide 	

3 INSTRUCTIONAL PRACTICE: teaching for learning							
3.1 3.4	Information Literacy and Technology Librarian teaches information and literacy skills and the use of technology for learning	A complete written curriculum of information literacy, reading literacy, and technology literacy is taught throughout the district and aligned with NYS Learning Standards; Librarian and most classroom teachers share responsibility for teaching information literacy, reading literacy, and technology skills embedded in all subject-area instruction.	Librarian teaches information literacy, reading literacy, and technology is aligned with Standards and goes beyond location of information to include analysis, synthesis, evaluation; A written information literacy and technology skills curriculum is in development, planned with some classroom teachers, and collaboratively taught in some subject area instruction.	Librarian and classroom teacher collaborate on teaching information literacy and the use of technology, but are limited to rudimentary location, access, bibliographic, and selection skills.	Librarian provides limited "library skills" training in an isolated manner independent of any other teaching in the school.	<ul style="list-style-type: none"> • Student rubrics for information literacy • Student portfolios display citations • Projects display use of multiple valid information sources • Students knowledge products often involve media creation and/or other technology integration • Students successfully navigate information and misinformation • Students can articulate the need to cite sources 	
3.4 ALSO: 1.1 2.1 2.3 2.5	Instructional Delivery Librarian plans instruction to engage all learners via diverse means of delivery	Instruction is student-centered and accommodates varying learning styles; Instruction is differentiated to challenge and support all students. Librarian frequently uses multiple media formats and technology tools in delivery.	Most instruction is student-centered and accommodates varying learning styles; Some instruction is differentiated to challenge and support all students. Librarian sometimes uses multiple media formats and tech tools in delivery.	Some evidence of cooperative learning present; Lessons resemble checklist approach to content coverage.	Instruction is teacher-directed with little opportunity for student ownership; Instruction mirrors research methods, which pre-date the Information Age.	<ul style="list-style-type: none"> • Inquiry based learning, • Collaborative group work • Opportunities for student choice • Differentiated teaching strategies cognizant of abilities, genders, prior knowledge • Appropriate interventions to support learning 	
3.6 3.2 ALSO: 2.5	Questioning Librarian promotes a culture of questioning, information seeking, investigation and discovery	Librarian and teacher designs learning tasks that are student-centered rather than teacher directed promoting lifelong learning via an Inquiry process; Librarian facilitates and models question development; students generate meaningful, higher-order questions for research and designs learning tasks that integrate the search process.	Librarian works cooperatively with teachers to transform low-level assignments that are teacher-directed into Inquiry based learning endeavors where students generate meaningful questions and frame research questions that go beyond fact gathering.	Research is skills-focused, content coverage, or process-driven with questions pre-defined, but librarian realizes teacher-librarian teams need help in curriculum repackaging	Research questions are teacher-created and answerable on Google or basic reference ; Worksheets guide all learning endeavors allowing minimal room for creative thinking or brainstorming.	<ul style="list-style-type: none"> • Students form own questions • Students reflect on meaningful research • Students own their research projects • Students use multiple resources, book and non-book for research • Students use databases along with other resources to answer questions 	
3.2	Communication Librarian communicates with building and community to maximize understanding and achievement	Librarian consistently gives directions clearly to students and checks for understanding; Librarian consistently communicates with staff apprising them of resources and news and also communicates with stakeholders;	Librarian often communicates with stakeholders, faculty, and community; Librarian's directions most often understood; Librarian usually presents reports, usage statistics, and data to administration as appropriate to justify program expenses and display efficacy	Librarian needs to communicate with faculty to increase use of building resources; Librarian needs to communicate in writing via flyers to promote reading and research; Librarian needs to communicate more with administration to justify program expenses.	Students have trouble following librarian's instructions No communication with faculty is present and no attempt to communicate is evident	<ul style="list-style-type: none"> • Newsletters • Communication to caregivers • Students understand directions • Reading lists • Usage data statistics are communicated and evaluated 	

		Librarian presents reports, usage statistics, and data to administration as appropriate to justify program expenses and display effectiveness of library program.	of library program.				
3.2 3.6 ALSO: 2.3 2.5	Monitor and Adjust Librarian monitors student learning and adjusts instruction as necessary	Librarian checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success. Differentiated instruction to meet individual learner needs is a regular part of planning Librarian is active in the school community to accommodate assistive learning needs, when possible.	Librarian often checks for understanding and adjusts or repeats instruction patiently as necessary. Librarian includes exit closure before students leave to assess student success. Librarian and classroom teachers collaboratively plan instruction so individual student needs are targeted; Librarian provides assistive devices to learners with disabilities when possible.	Librarian sometimes checks for understanding but does not consistently plan closure or assessment in a lesson. Librarian and classroom teachers occasionally coordinate instruction to modify lessons to accommodate the needs of some students; Librarian is aware of access to assistive technology, and requests devices, removes some learning barriers, and provides options for access to materials upon demand;	Teaching in library is focused on skills and curriculum, not on the needs of learners; assistive technologies are not available in Library. There is little concern demonstrated for removing barriers of access to curriculum related materials.	<ul style="list-style-type: none"> • Closure • Ticket to leave • Performance tasks • Student success or failure • High interest student projects • Resources at different levels • Video and audio resources • Manipulatives, graphic organizers • Library is open extra hours to give students additional time • Assistive technologies • Student work in varied formats • Did students complete the task? • Student frustration is met with assistance 	
4	LEARNING ENVIRONMENT						
4.1 4.3 4.4 ALSO: 1.3 1.4 1.5	Library Facility Librarian plans instruction, library space, and resources to meet students' cognitive, language, social, emotional and physical needs	Librarian promotes the flexible use of library space to accommodate and encourage the use of technology, leisure reading, browsing, collaborative learning projects, and fosters a climate conducive to participatory learning endeavors. Library and Librarian accommodates a range of teaching and learning needs.	Librarian sometimes accommodates flexible use of library space and has some integrated use of technology to accommodate student's learning needs; Librarian is actively working to change the instructional paradigm within the library to engage all learners.	Librarian is reactive, accommodating needs for resources and services upon request; Librarian is capable of meeting specific needs, but is not proactive.	Librarian discourages collaboration and discussion within the library; Librarian does not attempt to meet difference learning styles or impairments; Librarian only works with gifted students.	<ul style="list-style-type: none"> • Electronic resources used to accommodate learning needs • Resources in large print, students' languages, various reading and interest levels and complex text are all part of the library collection • Space accommodates collaboration • Space is flexible and provides for a variety of student needs simultaneously • English language learners' needs are addresses as well as gifted or those with IEPs. 	
4.2	Equitable Access Librarian provides equitable access to information, literature, and resources and extends the access beyond the school day through technology	Librarian insures that access to electronic resources are available to students 24-7, when possible via technology; Librarian insures that resources meet the diverse needs of all learners and creates an environment conducive to resource-based learning Electronic content is available for all curriculum areas.	Librarian develops both physical and virtual collections to meet student learning needs; Librarian most often insures resources available in both print and electronic formats to meet instructional needs of curriculum areas.	Librarian purchases electronic resources for some curriculum subjects, but not all content areas; Librarian extends library hours occasionally within the parameters of collective bargaining provisions.	Librarian makes no attempt to meet the needs of diverse learners or provide electronic resources available beyond the school day through technology.	<ul style="list-style-type: none"> • Technology is available from school and home • Technology is being used by all students; special needs, English language learners, gifted • Student use of technology is connected to classroom learning • All subject area teachers are aware that there are electronic databases available for their research needs. • All subject area teachers are aware that there are databases available to support CCSS literacy focus. 	

4.1 4.2 4.3 6.5	<p align="center">Climate of Respect and Rapport</p> <p>Librarian creates a safe climate of respect and rapport, communicates expectations for student behaviors, and promotes collaboration among students</p>	<p>Academic respect, as well as respectful behavior, is valued in the library where a learning community is evident;</p> <p>Interactions among librarian and students reflect respect, genuine caring and sensitivity;</p> <p>Librarian always encourages student success and maintains safety.</p>	<p>Library climate is a positive learning environment sometimes stressed by limited staffing or building scheduling;</p> <p>Trusting relationships are built and sustained;</p> <p>Students and teachers want to be in the library;</p> <p>Facility is a safe place.</p>	<p>Library climate is inconsistent: it ranges from adequately supervised to unwelcoming, disruptive, restrictive, or even unsafe. Librarian does not seek or implement strategies for improvement.</p>	<p>Interactions between the Librarian and students are negative, inappropriate, or insensitive to students' cultural backgrounds or abilities;</p> <p>Interaction can include put downs or conflict.</p>	<ul style="list-style-type: none"> • Good Librarian-student rapport • Environment of cooperative achievement present • Students are actively engaged 	
4.3	<p align="center">Collection Management</p> <p>Librarian develops and manages the collection to provide access to multiple perspectives and complex text and to meet diverse student interests, needs, languages, and cultural backgrounds</p>	<p>Librarian plans and selects comprehensive up-to-date collections in multiple formats built collaboratively on Board-approved policy and aligned with standards, curriculum and diverse learning needs;</p>	<p>Librarian plans and selects up-to-date collections in multiple formats developed with Board-approved policy to support the Standards and curriculum, with some faculty and student input;</p>	<p>Librarian plans and selects the collection following a district-approved selection policy. Librarian weeds the collection regularly .</p>	<p>Librarian maintains an aged collection in disrepair which does not support Standards, curriculum or diverse needs, with little weeding, analyses, or collaboration in development;</p>	<ul style="list-style-type: none"> • Student and teacher evaluations of collections • Collection analyses • Cooperative purchasing • Resource sharing • Automated circulation system • Library catalog on Internet • Collection supports curriculum & literacy 	
5 ASSESSMENT FOR STUDENT LEARNING							
5.1 5.2 5.3	<p align="center">Using Assessment to Inform Instruction</p> <p>Librarian uses multiple measures and multiple formats (including technology) to assess and document student achievement on information literacy/instructional goals Librarian engages students in self-assessment of learning goals, strategies and outcomes</p>	<p>Librarian uses diagnostic and formative assessment to direct instruction and embeds this into lessons.</p> <p>Librarian solicits student feedback/assessment for lesson improvement.</p> <p>Librarian uses performance-based assessments such as rubrics, checklists, portfolios, journals, conferencing and self-questioning.</p>	<p>Librarian formally and informally assesses student achievement and benchmarks are in development.</p> <p>Librarian uses tools (graphic organizers, quizzes, etc.) for formative assessment, student self-assessment, and peer review in many lessons; Projects collaboratively include assessment tools.</p> <p>Librarian conferences with students regarding their progress.</p>	<p>Librarian recognizes the effectiveness of diagnostic and formative assessment, but employs them inconsistently or on a limited basis;</p> <p>Librarian is working to develop skills and strategies to assess learners;</p> <p>Librarian is aware of classroom teacher's assessment tools and assists in measuring target skills.</p>	<p>Librarian rarely uses diagnostic or formative assessment strategies; sometimes informally assesses learners and coaches them in skill development;</p> <p>Librarian defers to classroom teacher regarding assessment, lacking confidence and knowledge regarding measuring student performance.</p>	<ul style="list-style-type: none"> • SLO's created for grade level benchmarks • Performance Portfolio evidence—archived from classes • SL designs closure assessment • Rubrics • Pre-assessment artifacts • Mind-mapping as assessment • Student success as assessment • Conferencing • Checklists • Feedback on student notes • Performance tasks • Student success or failure 	
5.2 5.3 5.4 5.5	<p align="center">Assessment Plan for Achievement</p> <p>Librarian develops and articulates a plan for diagnostic, formative, and summative assessment</p>	<p>Student assessment includes benchmarks for all grades and most content;</p> <p>Classroom teachers collaborate with Librarian to assess information skills Students regularly self-assesses Librarian participates actively in school-wide analysis of student performance data to inform instruction and promote achievement.</p>	<p>Librarian and classroom teachers collaborate to adopt grade-level benchmarks for information literacy and technology skills;</p> <p>Librarian plans to assess student development in some instructional units; Assessment of information skills is a regular part of the assessment of student work ; Librarian can articulate assessment examples, if asked.</p>	<p>Some information literacy and technology benchmarks are identified for different grade levels and used to assess student achievement on final products;</p> <p>Students are assessed solely on content knowledge in Library projects, not on development of information access and analysis; Librarian can articulate some assessment examples being used.</p>	<p>Grade level information literacy and technology skills benchmarks in Library program are haphazard and unclear;</p> <p>Student progress in information literacy skills is assessed only through periodic testing.</p>	<ul style="list-style-type: none"> • Formative and summative assessments • Checklists of research activity • Rubric scores of student work • Mind-mapping • SL student-teacher conferences • Journaling and portfolio assessments • SL and classroom teacher collaboration on assessment • Performance Portfolio – assessment archived from classes • Assessment closure activities • Articulation of plan and expectation 	

6 COLLABORATION & Professional Responsibilities							
6.1	<p>Ethical, Responsible, Legal and Safe use of Information and Technology</p> <p>Librarian advocates, proper use of information and technology-- including respect for intellectual property and the appropriate documentation of sources</p>	<p>Librarian teaches students through collaborative teaching, to use information in all formats, and to actively seek multiple perspectives, avoid plagiarism, and take advantage of the Internet while avoiding its pitfalls; students keep data safe, avoid spam, and use Netiquette.</p>	<p>Librarian teaches students to research, use text, music, images, and the Internet with minimal plagiarism, frequently cite sources, and often seek multiple perspectives, as a result of LMS teaching; students use ideas in multiple formats, keep data safe.</p>	<p>Librarian sometimes teaches value of multiple perspectives, safe and ethical use of information is in development; Students use the Internet for research in library with moderate incidences of plagiarism, unwanted sites, and spam; Few students use the Internet for research.</p>	<p>Few students use the Internet in the library; pitfalls and problems in usage are frequent; there is little library instruction on seeking multiple perspectives or safe and ethical use; incidences of plagiarism, unwanted Web sites, spam, and unsafe information sharing are frequent;</p> <p>Student plagiarism is rampant with little or no effort to combat.</p>	<ul style="list-style-type: none"> • School-wide code of ethics • Honor policy • Digital plagiarism policy created • Citation required on research endeavors and knowledge products • Information literacy curriculum • Respect demonstrated for technology products and tools 	
6.2	<p>Collaboration with Teachers</p> <p>Librarian collaborates to develop inquiry-based lessons aligned with NYS Learning Standards and to integrate information literacy skills throughout the curriculum, rather than teach in isolation</p>	<p>Librarian is integrally involved in most school curriculum development; Collaborates with most teachers to improve instruction and teach information skills in classroom curriculum; and collaborates with extended team of community partners to link students to community. Librarian takes pro-active role in promoting info resources for instruction.</p>	<p>Librarian participates in building and department level curriculum development, works with many teachers to improve instructional activities, offers information resources and skills teaching in classroom curriculum, helps some teachers select instructional materials and make real world connections for students.</p>	<p>Involvement with curriculum planning in a support role is in development in library to provide resources to classroom teachers and sometimes helps to make real world connections for students. Librarian teaching is related to classroom curriculum but only sometimes collaboratively planned.</p>	<p>Librarian has little or no involvement in curriculum planning, and is separate from classroom curriculum; little collaborative planning takes place between librarian and classroom teachers; use of Library resources to support classroom curriculum is occasional and unplanned.</p>	<ul style="list-style-type: none"> • Library curriculum plan • Curriculum plan aligned with NYS Learning Standards, integrated in content areas • Collaboration logs • SL on curriculum committees • SL teaching cooperatively • Cooperatively planned units of instruction • SL holds in-service trainings for peers • SL is a valued resource person within the building • Communication flyers and emails 	
6.4	<p>Collaboration with Administrators</p> <p>Librarian collaborates with teachers and administrators to support building programs as well as district achievement goals</p>	<p>Librarian is active leader in the school community in education, technology, and research-based practices; Librarian serves in decision-making process in district, provides leadership in local School Library System (SLS), state, and national associations, and shares knowledge widely.</p>	<p>Librarian provides input to leadership team, aligns library program with instructional priorities, participates in professional development (PD), collaborates in planning PD in use of library resources and technology; Librarian participates in SLS and statewide associations.</p>	<p>Librarian is aware of school priorities, activities of leadership team, participates in PD if available at the school, helps arrange PD for staff upon requested by administration; Librarian is a member of the SLS, participates in resource sharing and PD activities.</p>	<p>Librarian is disconnected from school priorities and instructional goals, seldom participates in or offers PD in use of Library resources in school, does not participate in PD programs with the SLS.</p>	<ul style="list-style-type: none"> • SL on school improvement teams • SL serves on standards and curriculum committees • SL program benchmarked to state and national standards • SL provides professional publications and newsletters 	
6.2 6.3	<p>Community Collaboration</p> <p>Librarian collaborates with all stakeholders (administrators, teachers, caregivers, and colleagues) to enhance student success. Librarian collaborates with district librarians and Library System colleagues.</p>	<p>Library program goals are aligned with BOE and building goals; Librarian presents annually to administration; Librarian actively supports or inspires community-reading efforts; librarian seeks to partner with community groups as well as faculty; Librarian networks with district and regional colleagues to strengthen literacy and research programs.</p>	<p>Librarian strives to align program goals with aligned with BOE and building goals;</p> <p>Librarian has a plan to increase community and caregiver collaboration to enhance student achievement.</p>	<p>Librarian and administration schedule meetings occasionally to discuss program;</p> <p>Librarian is investigating possible connections with caregiver(s) and community.</p>	<p>Librarian and administration seldom meet to discuss LMP goals and objectives;</p> <p>Librarian assumes administration supports the program without need to communicate or align goals.</p>	<ul style="list-style-type: none"> • Administration/ Librarian meetings • Board meetings in Library • Annual Library report from for administration • Inclusion in school development plans • Community Read programs • Summer reading program support • Interlibrary loan supported • Collaboration with public library • Presentations at parent-teacher mtgs 	

7 PROFESSIONAL GROWTH							
7.1 7.2 7.4	Keeping Current Librarian understands and applies knowledge of student learning, instructional practice, and current literacies (such as information literacy, media literacy, technological literacy) in developing an effective library program	Librarian remains current in library professional practice and sets goals for program improvement; Librarian seeks out opportunities for improvement; Librarian read journals and implements ideas; Librarian contributes to building professional development offerings; Librarian is respected by colleagues and viewed as a vital resource.	Librarian strives to incorporate new ideas, attends professional development trainings, and follows up with preliminary tentative change in practice; Librarian's depth of understanding and confidence are developing.	Librarian is conversant on state instructional recommendations but lacks the level of knowledge needed to implement; Librarian attends professional development opportunities occasionally but does not use it to change practice.	Librarian operating in paradigm which preceded Information Age; Librarian does not keep current with instructional reforms, curriculum content, assessment techniques; Librarian is not interested in professional development; school library resources are not kept current or weeded; Librarian not a vital member of building staff;	<ul style="list-style-type: none"> • Journals received and read • Dialog with teachers includes new ideas • Professional development records • Collection analysis tools • Circulation statistics • New ideas • Use of current educational practice • Up-to-date in educational discussions • Able to articulate educational trends, techniques, and practice • Instructional delivery reflects new ideas 	
7.1 7.2 7.4	Professional Development Librarian actively pursues professional development opportunities, applies knowledge, and contributes to instructional expertise of colleagues	Librarian provides proactive leadership in staff development and professional association activities in NYS Learning Standards, curriculum, instruction, new resources, information, technology, and student learning.	Librarian provides professional development for teachers, presents at conferences, plays leadership role in School Library System (SLS), participates in professional and educational organizations.	Librarian attends professional development and conferences, participates in SLS and professional organization activities, and seeks opportunities for advanced education.	Librarian participation in professional development is limited or nonexistent. Librarian attends workshops only when required by administration Librarian attends professional development, but does not apply new knowledge	<ul style="list-style-type: none"> • Presentations at conferences • Professional organization membership • CEUs • Journal publications • Web page library links • PD in use of technology • New PD ideas applied • Program improvement 	
7.2 7.3 Also: 6.2	Building Level Goals Librarians have a professional responsibility to support building level goals-specific to your district Librarian develops program goals	Librarian can articulate how they have supported specific building level program goals and can demonstrate their involvement and efficacy.	Librarian generally supports building goals and has demonstrated effective support.	Librarian is aware of building level goals and is formulating plan.	Librarian does not make an effort to support building level goals.		
	Summary Totals	Highly Effective:	Effective:	Developing :	Ineffective:	Total:	Average x 4 for a 100 point scale. Or, Average x 2.4 for a 60 point composite.

This rubric scoring was set to enable a newly hired teacher to score as developing.	Category	Points	Librarian APPR Assessment	Score Received
	Highly Effective	90-100		
	Effective	75-90		
	Developing	65-74		
	Ineffective	0-64		