PROFESSIONAL GROWTH SYSTEM

LIBRARIAN GROWTH RUBRIC

Observation and Feedback Guidebook

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Mississippi Department of Education
OFFICE OF EDUCATOR EFFECTIVENESS

Acknowledgements

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MISSISSIPPI DEPARTMENT OF EDUCATION

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TABLE OF CONTENTS

NOTES

INTRODUCTION

How the Professional Growth System Connects to Our Broader Goals

The Mississippi State Board of Education's Strategic Plan outlines clear goals for advancing public education in the State of Mississippi. Goal 4 of the strategic plan specifically addresses teacher and leader effectiveness by ensuring that "every school has effective teachers and leaders."

VISION: To create a world-class educational system that gives students the knowledge and skills to be successful in college and workforce and to flourish as parents and citizens

MISSION: To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

GOALS

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child has access to a High-Quality Early Childhood Program
4. Every School has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated "C" or Higher

Librarian Growth Rubric

Research shows that within schools, librarians play a vital role in student learning. In their critical role, librarians need feedback and high-quality learning experiences to continuously improve their practice and student learning. This feedback and support should be based on a shared understanding and ongoing support of best practice.

With input from hundreds of educators, a statewide team of teachers and leaders designed the Mississippi Educator and Administrator Professional Growth System (PGS) to help ensure that librarians receive the high-quality feedback necessary to support the growth they must maintain. This system is also intended to provide districts and the Mississippi Department of Education (MDE) with data to strengthen decision-making to ensure that librarians are better prepared, supported, and retained to improve reading and learning for all students.

Professional Growth System Goals
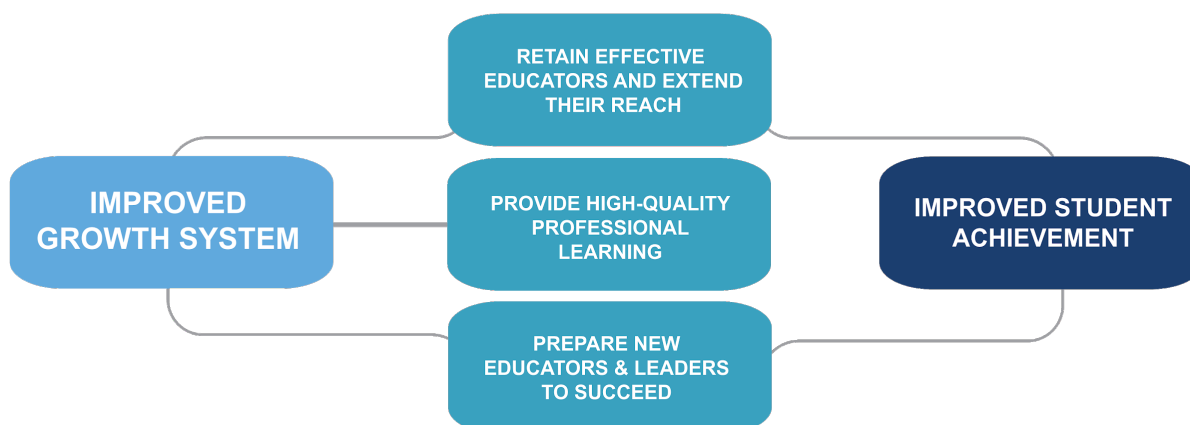
The following are the goals of the Professional Growth System:

- Provide a shared vision for high-quality teaching and learning and guide librarians in improving their practice
- Encourage regular, evidence-based observation and feedback for all librarians
- Support librarians and school leaders in identifying priorities for strengthening practice
- Serve as a guide for librarians as they reflect upon their own practices

Librarian and Principal/Observer Responsibilities

Librarian Responsibilities:
- Know and understand the Librarian Growth Rubric domains, standards, and indicators
- Understand the observation process
- Prepare for and fully participate in each component of the observation process
- Develop strategies to improve practice in areas individually or collaboratively identified
- Implement strategies to improve practice in areas individually or collaboratively identified

Principal/Observer Responsibilities:
- Complete the MDE's observer training to understand and implement the Librarian Growth Rubric with fidelity and consistency
- Know and understand the Librarian Growth Rubric domains, standards, and indicators
- Supervise the observation process and ensure that all steps are conducted according to the process
- Identify the librarian's strengths and areas for growth and provide specific, actionable feedback for improving practice
- Ensure that the Summative Observation Rating accurately reflects practice

Observers

Local school districts have the discretion to designate administrators and educators to perform observations within their school district. All observations and feedback conversations must be performed by licensed educators or administrators who have successfully completed all MDE training requirements.

The Observation and Feedback Cycle

The purpose of the PGS is to support all educators in strengthening practice. This purpose is achieved through the cycle of observations, feedback, adjustments in practice, and follow-up to support the growth of librarians. The Observation and Feedback Cycle will ensure that librarians receive regular observations to provide accurate and meaningful feedback. Each observation should be followed by clear, specific, actionable, and timely feedback to improve practice. Observers should follow up to ensure feedback is effectively implemented and to provide additional assistance if necessary. This cycle provides librarians with continuous feedback.

The Observation and Feedback Process

1 **COLLECT**
The observer looks for relevant evidence in the lesson or task.

2 **SORT**
The observer organizes evidence by rubric standards.

3 **INTERPRET**
The observer determines performance levels by aligning evidence to rubric indicators.

4 **PROVIDE FEEDBACK**
The observer uses evidence to ground discussion with the librarian on improving practice.
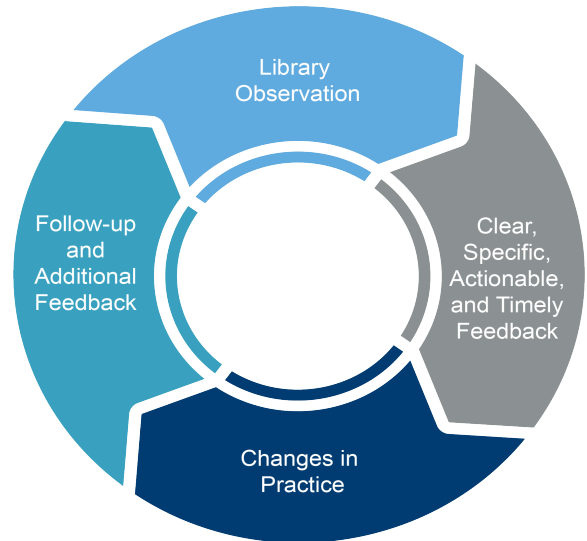
The Observation and Feedback Process in not a mystery. This is the four-step process for collecting evidence to support feedback conversations. These steps should be followed when observing librarians. This process represents best practice and is not intended to be burdensome but provide observers with a clear process to make identifying high-quality feedback easier. As observers gain experience and expertise with the Librarian Growth Rubric, collecting and sorting evidence can be done simultaneously.

Collect: An observer looks for and records relevant evidence from a lesson.

Sort: The observer organizes the evidence by standards.

Interpret: The observer determines performance levels by aligning the evidence to the rubric's indicators.

Provide Feedback: The observer uses evidence in discussion with the librarian on how to improve practice.
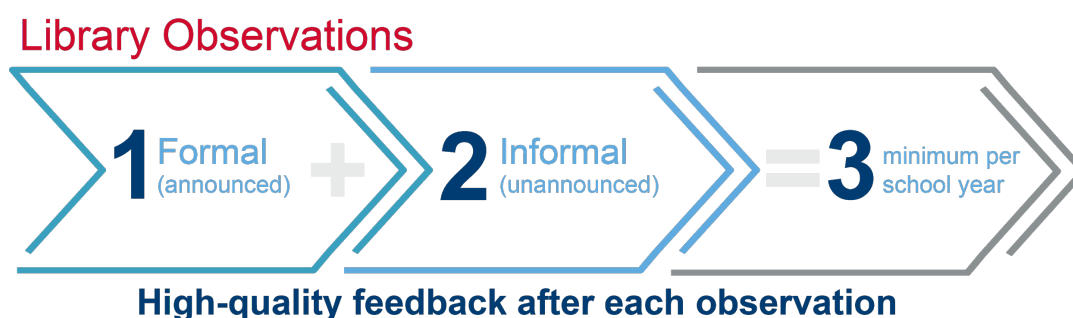
Library Observations and Feedback Conversations

Library Observation

Library observations provide a view of library practice and the opportunity to collect evidence to assess practice using the Library Growth Rubric. Archer, Cantrell, Holtzman Jow, Tocci, & Wood (2016) wrote:

> Evidence is the basis of fair evaluation and meaningful feedback. Evidence is what grounds agreement on the quality of practice, as well as the conversation about how to improve. When an observer calls attention to specific actions that took place…, it demystifies the reasons why a specific performance rating is warranted and provides a clear starting point for discussing how to implement changes. A piece of evidence is an objective description of something observed [during observation]. It makes no suggestion of quality (p. 128).[1]

Library observations serve as a snapshot of practice captured through watching and providing feedback on what is observed. Observations, both informal and formal, should be of sufficient length so that the observer can analyze the activity or task and accurately collect evidence. Time between observations must be sufficient for librarians to improve their practice using the action steps identified during the feedback conversation. If the librarian needs support(s) to improve his/her practice (i.e., coaching and professional learning opportunities), then the time between observations must be sufficient for the librarian to have had the opportunity to access appropriate supports.

Library Observations

1 Formal (announced) **+** **2** Informal (unannounced) **=** **3** minimum per school year

High-quality feedback after each observation

Informal/Walk-through Observations

Research clearly indicates that adults, including educators, need regular feedback to strengthen practice. Informal observations/walk-throughs are unannounced library observations that support the collection of evidence to provide high-quality feedback to librarians about specific tasks. One of the important findings of the Measures of Effective Teaching (MET) Project sponsored by the Bill and Melinda Gates Foundation was that 15-minute observations were as effective as observations of 45 minutes.[2] The informal/walk-through observations should occur throughout the school year. Two informal observations are required. Beyond the required two, the frequency and length of time of the informal/walk-through

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[1] Archer, J., Cantrell, S., Holtzman, S. L., Joe, J. N., Tocci, C. M., & Wood, J. (2016). Better feedback for better teaching: a practical guide to improving classroom observations. San Francisco, CA: Jossey-Bass, a Wiley Brand.

[2] Ho, A. D., & Kane, T. J. (2013, January). The reliability of classroom observations by school personnel (Rep.). Retrieved February 2017, from the Bill and Melinda Gates Foundation website: k12education.gatesfoundation.org/wp-content/uploads/2015/12/MET_Reliability-of-Classroom-Observations_Research-Paper.pdf.

observations are at the discretion of the school district. While two is a minimum requirement, more frequent informal observations may be needed to strengthen a librarian's practice. A single informal observation does not need to assess every aspect of a librarian's practice, but observers should use the rubric to identify potential areas for feedback.

Formal Observations

Formal observations should be announced. Each librarian should receive a minimum of one formal observation per school year. Beyond the required one, the frequency and length of the formal observations are at the discretion of the school district.

Pre-observation Conferences

Pre-observation conferences provide the opportunity for the librarian to describe the context and plans of the current year's Student Learning Outcome and Library Program SMART Goals. Pre-observation conferences are not required but are useful in building shared trust with the observation process.

SAMPLE QUESTIONS

- How have you differentiated to meet the needs of those typically marginalized and any individual needs.
- How will you measure and assess your SMART goals to ensure that they have met your intended outcomes?

Feedback Conversations

Of all the approaches to promote librarian learning, the most powerful (and embedded in virtually all others) is that of professional conversation.[3] Reflective conversations about practice allow librarians to understand and analyze events in the library. High-quality feedback helps librarians improve by identifying strengths (practices they should continue) and areas for improvement (changes to their practice that should be prioritized). To be effective, feedback after an observation should focus on foundational practices that will have a domino effect on the mastery of other practices (highest leverage), be clear and observable (not vague), and be bite-sized so it can be implemented quickly.[1] Feedback should be provided to the librarian as soon as possible after each observation.

1 Prioritize a narrow area of focus

2 Prepare reflective prompts

3 Plan how to support implementation of specific suggestions

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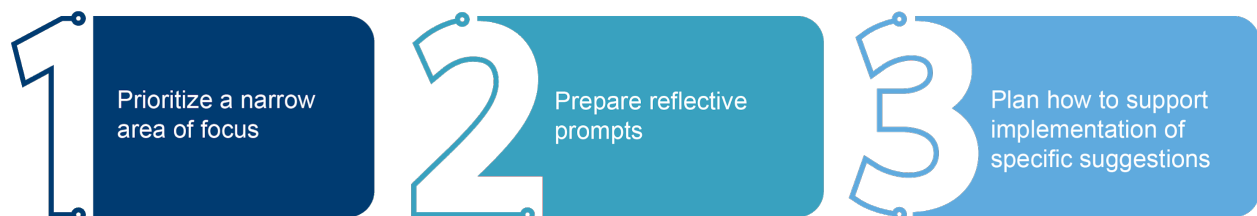
[3] Danielson, C. (2016). Talk about teaching!: leading professional conversations. Thousand Oaks, CA: Corwin, a Sage Company.

Observers should **prioritize a narrow area of focus** to discuss with the librarian. A focus area should be narrowed so that the observer and librarian can co-plan strategies for implementation that can quickly make a noticeable difference in the library.[1] Librarians should always be meaningfully engaged in the feedback conversation and not just recipients of information from the observer. A two-way conversation allows a librarian to better understand the relationships between his/her action and student learning or school-wide initiatives. **Reflective prompts** provide a structure for librarians to self-analyze their own action and what they might improve.[1]

Feedback must include more than prompts crafted to promote self-reflection. The onus for identifying techniques to improve practice should not rest only on the librarian. Observers need to bring something to the table. For instance, if the focus of feedback is on writing better collaboration, **the observer should come with a handful of very specific and practical techniques** for doing so. A librarian who leaves a post observation conference with something of value is much more likely to view observation in a positive light.[1]

DISCUSSION POINTS

- Fall Observations
  - Student Learning Outcome and Library Program SMART Goals
  - Upcoming library programs and events

- Spring Observations
  - Specific budget requests and needs assessments
  - Collection development goals

Summative Observation Ratings

Using the evidence collected over the course of the school year, the observer should apply the four-performance level rating scale to evaluate a librarian's practice using all nine Librarian Growth Rubric standards. Therefore, the summative observation rating represents where the "preponderance of evidence" exists. The summative observation rating is based upon the aggregate, unweighted domain averages. Each standard is assigned a rating of 1.00 through 4.00 points. Domain ratings are calculated by averaging the standards in each domain. These numeric values are then aggregated and divided by four (i.e., the number of domains) to produce a summative observation rating from 1.00 through 4.00 points. Summative observation standard ratings for each librarian will be submitted to the MDE. The method of submission and submission window will be provided to districts each year by the MDE.

Summative Observation Rating Calculation Example

Standards	4	3	2	1	Rating
Domain I: Instructional Planning					
1. Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Learning Standards for Libraries* and supports the *Mississippi College- and Career-Readiness Standards*.			✓		**2**
2. Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.	✓				**4**
DOMAIN I RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					3
Domain II: Instructional Collaboration and Library Services					
3. Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selection grade-appropriate materials.			✓		**2**
4. Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the *Mississippi Learning Standards for Libraries* and the *Mississippi College- and Career-Readiness Standards*.	✓				**4**
5. Provides training and assistance to students and teachers in the use of print and digital library resources, equipment, copyright and fair use, and emerging technologies to support teaching and learning.	✓				**4**
DOMAIN II RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					3.3
Domain III: Library Culture and Learning Environment					
6. Organizes the library resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.		✓			**3**
7. Resources are selected according to the principles of the *School Library Bill of Rights* and *Intellectual Freedom* and provides access to information in consideration to students' needs, abilities, and diversity.			✓		**2**
DOMAIN III RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					2.5
Domain IV: Professional Responsibilities					
8. Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.		✓			**3**
9. Participates in appropriate professional learning opportunities and/or belongs to professional library organizations to increase knowledge and skills in providing effective support for the school library and instructional programs.		✓			**3**
DOMAIN IV RATING (AVERAGE OF STANDARD RATINGS UNDER DOMAIN)					3
SCHOOL LIBRARIAN OBSERVATION RATING (AVERAGE OF DOMAIN RATINGS)					2.95

Summative Observation Conferences

Prior to the end of the school year and in accordance with school district timelines, the observer will conduct a summative observation conference with the librarian. During the conference, the observer and librarian will discuss the librarian's observations, evidence of the librarian's practice, and professional growth opportunities. At this time, the librarian should also receive summative observation rating.

DISCUSSION POINTS

- Student Learning Outcome SMART Goals
- Library Program SMART Goals
- Specific budget needs for the upcoming school year

LIBRARIAN GROWTH RUBRIC DESIGN

DOMAIN

Domain I: Instructional Planning

STANDARD

1. Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Learning Standards for Libraries* and supports the *Mississippi College- and Career-Readiness Standards*.

Evidence: Student Learning Outcome and School Library Program SMART Goals; Library Advocacy Meeting

4 — **Consistently** consults with the school library advocacy committee to develop yearly SMART Goals and **consistently** provides **high-quality** instructional support materials that align with the school's instructional program

3 — **Frequently** consults with the school library advocacy committee to develop yearly SMART Goals and **frequently** provides **high-quality** instructional support materials that align with the school's instructional program

INDICATORS

2 — **Sometimes** consults with the school library advocacy committee to develop yearly SMART Goals and **sometimes** provides **high-quality** instructional support materials that align with the school's instructional program

1 — **Rarely** consults with the school library advocacy committee to develop yearly SMART Goals and **does not** provide **high-quality** instructional support materials that align with the school's instructional program

Librarian Growth Rubric Domains and Standards

The Librarian Growth Rubric has four domains and 9 standards.

Domain I: Instructional Planning

1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the Mississippi Learning Standards for Libraries and supports the Mississippi College- and Career-Readiness Standards. Develops and implements library policies and procedures for effective library use.

2: Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

Domain II: Instructional Collaboration and Library Services

3: Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selection grade-appropriate materials.

4: Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the Mississippi Learning Standards for Libraries and the Mississippi College- and Career-Readiness Standards.

5: Provides training and assistance to students and teachers in the use of print and digital library resources, equipment, copyright and fair use, and emerging technologies to support teaching and learning.

Domain III: Library Culture and Learning Environment

6: Organizes the library resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.

7: Resources are selected according to the principles of the School Library Bill of Rights and Intellectual Freedom and provides access to information in consideration to students' needs, abilities, and diversity.

Domain IV: Professional Responsibilities

8: Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.

9: Participates in appropriate professional learning opportunities and/or belongs to professional library organizations to increase knowledge and skills in providing effective support for the school library and instructional programs.

Librarian Performance Levels

A librarian's practice on each standard will be evaluated in accordance with a four-level rating scale:

- **Level 4 Practice:** This librarian demonstrates advanced practices, particularly those that foster student usage of resources and the environment. In Level 4, a strong community has been created in which teachers and the librarian collaborate to ensure the success of student learning. Level 4 practice goes above and beyond the expectations for an effective librarian.

- **Level 3 Practice:** This librarian demonstrates effective practices. Level 3 is characterized by indirect support while Level 4 is characterized by direct support with the school's instructional program and goals. Level 3 practices are expected of all effective librarians.

- **Level 2 Practice:** A librarian demonstrating Level 2 practices is making attempts but does not fully demonstrate effectiveness. This librarian has potential to become effective, but requires clear, specific, and actionable feedback to improve his/her practice. A librarian whose practice is at Level 2 is a high potential librarian. High-quality feedback is essential in improving his/her practice.

- **Level 1 Practice:** This librarian should receive immediate and comprehensive professional learning and support(s) designed to address the identified area(s) for growth.

Descriptors for Librarian Growth Rubric Performance Levels

Level 4	Level 3	Level 2	Level 1
• Fully • Consistently • Effective(ly) • Successfully • All • Appropriate	• Adequate(ly) • Frequently • Most	• Sometimes • Inadequate(ly) • Few • Limited	• Rarely • Ineffectively • Almost no/never • Does not

Level 4	
Fully	This descriptor means that the librarian is enacting the indicator to the furthest extent possible
Consistently	The librarian demonstrates that the indicator is enacted at all times in the classroom
Effective(ly)	This descriptor signals that the librarian is achieving the desired result at the highest level
Successfully	The descriptor means that the librarian is achieving the desired results
All	The librarian demonstrates that all the students using the library are being well served by instruction and by the services offered
Appropriate	This descriptor refers to the high level of suitability of the action the librarian takes in the particular circumstances
Level 3	
Adequate(ly)	This descriptor means that the librarian's performance is satisfactory, but does not reach the furthest extent possible (level 4)
Frequently	The librarian demonstrates that the indicator is enacted on many occasions, although there are times when it may not be evident
Most	The librarian demonstrates that most of the students using the library are being well served by instruction and by the services offered
Level 2	
Sometimes	The librarian demonstrates this indicator occasionally, rather than on a frequent basis
Inadequate(ly)	This descriptor means that the indicator is enacted to a very small extent, and not to the degree needed to score level 3
Few	The librarian demonstrates that a small number (a minority of the students using the library) are being well served by instruction and by the services offered
Limited	The librarian enacts this indicator to either a very small extent, or in very small amounts, or on very few occasions
Level 1	
Rarely	This descriptor means the librarian hardly ever enacts the indicator
Ineffectively	The librarian does not produce the desired results
Almost no/never	This descriptor is used to signal that the librarian hardly ever enacts the indicator
Does not	This descriptor means the librarian does not achieve the desired practice or result

LIBRARIAN GROWTH RUBRIC

Domain I: Instructional Planning

1. Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Learning Standards for Libraries* and supports the *Mississippi College- and Career-Readiness Standards*.

Evidence: Student Learning Outcome and School Library Program SMART Goals; Library Advocacy Meeting

4	**Consistently** consults with the school library advocacy committee to develop yearly SMART Goals and **consistently** provides **high-quality** instructional support materials that align with the school's instructional program
3	**Frequently** consults with the school library advocacy committee to develop yearly SMART Goals and **frequently** provides **high-quality** instructional support materials that align with the school's instructional program
2	**Sometimes** consults with the school library advocacy committee to develop yearly SMART Goals and **sometimes** provides **high-quality** instructional support materials that align with the school's instructional program
1	**Rarely** consults with the school library advocacy committee to develop yearly SMART Goals and **does not** provide **high-quality** instructional support materials that align with the school's instructional program

2. Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.

Evidence: Student and Teacher Surveys or Needs Assessments; Documentation of Provision (EL, SPED, 504)

4	**Effectively** plans instruction and provides resources that **consistently** meets the diversity of **all** students
3	**Adequately** plans instruction and provides resources that **frequently** meets the diversity of **most** students
2	**Inadequately** plans instruction and provides resources that **sometimes** meets the diversity of **few** students
1	**Rarely** plans instruction and provides resources that meets the diversity of **any** students

Domain II: Instructional Collaboration and Library Services

3. Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selection grade-appropriate materials.

Evidence: Library Holdings Report; Library Budget and Expenditures; Observations

4	**Consistently** maintains awareness of **all** students' reading interests and provides **effective** guidance on appropriate reading selection to encourage **all** students to read
3	**Frequently** maintains awareness of **most** students' reading interests and provides **adequate** guidance on appropriate reading selection to encourage **most** students to read
2	**Sometimes** maintains awareness of **few** students' reading interests and provides **inadequate** guidance on appropriate reading selection to encourage **few** students to read
1	**Rarely** maintains awareness of **any** students' reading interests and provides **almost no** guidance on appropriate reading selection to encourage **any** students to read

4. Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the *Mississippi Learning Standards for Libraries* and the *Mississippi College- and Career-Readiness Standards*.

Evidence: Library schedule which includes either collaborative lesson plans or grade-appropriate library lessons

4	**Consistently** collaborates and **effectively** teaches information and digital literacy as an integral part of the curriculum
3	**Frequently** collaborates and **adequately** teaches information and digital literacy as an integral part of the curriculum
2	**Infrequently** collaborates and **inadequately** teaches information and digital literacy as an integral part of the curriculum
1	**Rarely** collaborates and **ineffectively** teaches information and digital literacy as an integral part of the curriculum

5. Provides training and assistance to students and teachers in the use of print and digital library resources, equipment, copyright and fair use, and emerging technologies to support teaching and learning.

Evidence: Librarian training or assisting students and/or teachers (e.g., pathfinders, PD agenda, observation)

4	Provides **appropriate** training and assistance to **all** students and teachers in the use of resources, technology, and equipment
3	Provides **adequate** training and assistance to **most** students and teachers in the use of resources, technology, and equipment
2	Provides **limited** training and assistance to **most** students and teachers in the use of resources, technology, and equipment
1	Provides **almost no** training and assistance to **any** students and teachers in the use of resources, technology, and equipment

Domain III: Library Culture and Learning Environment

6. Organizes the library resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.

Evidence: Meeting the requirements set forth in Section 6.7 in the current MS School Library Guide

4	**Effectively** organizes the library facilities for **easy** access and does demonstrate high expectations for **all** students and teachers
3	**Appropriately** organizes the library facilities for **easy** access and does demonstrate high expectations for **most** students and teachers
2	**Inadequately** organizes the library facilities for **limited** access and does demonstrate high expectations for **most** students and teachers
1	**Rarely/does not** organize the library facilities for **any** access and **does not** demonstrate high expectations for **any** students and teachers

7. Resources are selected according to the principles of the *School Library Bill of Rights* and *Intellectual Freedom* and provides access to information in consideration to students' needs, abilities, and diversity.

Evidence: Implementation of the Library Bill of Rights which grants open access to a balanced collection

4	**Consistently** promotes the *School Library Bill of Rights* and *Intellectual Freedom* and **consistently** grants open access to the school library collection
3	**Frequently** promotes the *School Library Bill of Rights* and *Intellectual Freedom* and **frequently** grants open access to the school library collection
2	**Sometimes** promotes the *School Library Bill of Rights* and *Intellectual Freedom* and **sometimes** grants open access to the school library collection
1	**Rarely/does not** promote the *School Library Bill of Rights* and *Intellectual Freedom* and **rarely/does not** grant open access to the school library collection

Domain IV: Professional Responsibilities

8. Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.

Evidence: Communication with teachers and students (e.g., newsletters, social media, website)

4	**Consistently** communicates to **all** students and teachers and **consistently** advocates for the school library program
3	**Frequently** communicates to **most** students and teachers and **frequently** advocates for the school library program
2	**Sometimes** communicates to **few** students and teachers and **sometimes** advocates for the school library program
1	**Does not** communicate to **any** students and teachers about and **does not** advocate for the school library program

9. Participates in appropriate professional learning opportunities and/or belongs to professional library organizations to increase knowledge and skills in providing effective support for the school library and instructional programs.

Evidence: Professional Development Plan

4	**Consistently** engages in professional learning and applies knowledge and skills to benefit **all** students and teachers
3	**Frequently** engages in professional learning and applies knowledge and skills to benefit **most** students and teachers
2	**Sometimes** engages in professional learning and applies knowledge and skills to benefit **most** students and teachers
1	**Rarely** engages in professional learning and **does not** apply knowledge and skills to benefit **any** students and teachers

RESOURCES

All forms are optional. Documentation of the library observations, post-observation conferences, summative conferences and summative rating for each librarian should be on file at each school/district.

GLOSSARY

ARTIFACTS: Tangible evidence that is data driven (e.g., budget reports, professional growth goals, documentation of provision, and library schedule).

AASL (AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS): The AASL is a division of the American Library Association. It is the only national professional membership organization focused on the needs of school librarians and the school library community. The AASL advocates for the highest quality school library professional and school library program through learning standards, program guidelines, and standards for professional preparation.

CLASSIFICATION: Classification is the process of arranging and assigning codes or numbers to print, non-print, or electronic materials according to their subject or format. NOTE: A classification system is not a reading program, nor is it based on reading levels.

COLLABORATIVE PLANNING: Collaborative planning is the planning for, involvement with, and support of students by two or more concerned groups, (i.e., administrators, teachers, library media specialists, resource teachers, parents, community representatives).

COLLECTION DEVELOPMENT: Collection development is a systematic process for evaluating, selecting, acquiring, and maintaining materials, resources, and information services to support and enrich the school's educational process.

COPYRIGHT: Copyright is a property right granted by a government to the author of an intellectual property to reproduce, copy, print, duplicate, publish, sell, and distribute any section or part of an existing original work (e.g., book, article, video program).

DEWEY DECIMAL SYSTEM: The Dewey Decimal System is a widely used classification system, devised by Melvil Dewey, that classifies non-fiction books and other works into ten main classes of knowledge with further subdivision in these classes by use of the numbers of a decimal.

DIGITAL LITERACY: Digital literacy is another form of literacy that focuses on the end-user being able to successfully identify, evaluate, and re-assimilate information in new formats using a variety of tools.

DOMAINS: Domains are broad categories of skills, knowledge, dispositions, and related elements in a teacher's practice. Domains are umbrella descriptions defined by standards and indicators.

EVIDENCE: Evidence is a factual reporting of events that is not biased or clouded with personal opinion. Evidence may include librarian and student behavior as well as librarian documentation of evidence.

FEEDBACK: Feedback is insight from the observer on a librarian's practice that is grounded in the four domains and nine standards of the Librarian Growth Rubric. To effectively support improvements in practice, feedback should be focused and actionable – not a long list of things the librarians might change.

FLEXIBLE SCHEDULING: Flexible scheduling is a scheduling arrangement that allows for variation in library use. Flexible scheduling allows teachers to schedule their classes into the library as needed for appropriate lengths of time to suit the learning activity planned. Classes are scheduled as the result of collaborative planning for use and instruction to integrate with the classroom curriculum.

FORMAL LIBRARY OBSERVATION: A formal library observation is a period of time during which a trained evaluator visits the library and uses a rubric to measure observable library processes, including specific planning task, student instruction (individual, small group, or whole group), librarian-peer or librarian-student interactions, library environment, collaborative task, services, or other professional responsibilities. These observations may even include staff development meetings or staff orientations hosted and directed by the librarian. Formal library observations will be conducted at least once a year.

INDICATORS: Indicators are the smallest category for describing and organizing educator knowledge, skills, dispositions, and related elements in an educator performance framework. Indicators are narrow, observable or measurable descriptors of educator practice.

INFORMAL/ WALK-THROUGH OBSERVATION: Informal observations are unannounced, used primarily for formative purposes, and narrowly targeted to specific processes. Walk-through visits are a type of informal library observation. This type of observation can occur in any setting such as staff meetings, professional learning communities, supervision responsibilities, daily library services, etc.

INFORMATION LITERACY: Information literacy is the ability to recognize the extent and nature of an information need and to apply a systematic approach to locate, evaluate, and effectively and efficiently use the needed information.

LIBRARIAN SELF-ASSESSMENT: Librarians should reflect on their professional practice relative to the best practices identified by research. The Mississippi Public and Nonpublic School Library Guide should be considered the guide and reference book for Mississippi School Librarians. The purpose of self-assessment is twofold: it actively engages the librarian in launching his or her own evaluation, and it prepares the librarian to propose rigorous, targeted goals. The purpose of the self-evaluation tool is for personal growth and self-assessment.

MAGNOLIA (MISSISSIPPI ALLIANCE FOR GAINING NEW OPPORTUNITIES LIBRARY INFORMATION ACCESS): MAGNOLIA is funded by the Mississippi Legislature and partially funded by the Library Services and Technology Act (LSTA) administered by the Mississippi Library Commission and the Mississippi Department of Education. It provides Mississippi residents with free access to electronic databases through their local public, school, community college, or university libraries.

MEASURES: Measures are types of instruments or tools used to assess the performance and outcomes of educator practice (e.g., observations, data reports, student surveys, analysis of evidence, library goals, and learning objectives).

MULTIPLE MEASURES: Multiple measures include the use of more than one instrument or tool by observers to assess the performance and outcome of librarian practice.

OBSERVATIONS: Visually observe the librarian or the library depending on the required evidence (e.g., library web page, training students and/or teachers, and literacy promoting displays).

POST-OBSERVATION CONFERENCE: A post-observation conference is a meeting between the librarian and an evaluator that takes place after a formal observation. The purpose of the conference is to allow the observer to ask clarifying questions about how the librarian fulfills their role within each domain. This would be the perfect time to discuss school-library goals and budgetary needs. The librarian should also receive feedback and next steps during this conference.

PRE-OBSERVATION CONFERENCE: A pre-observation conference is a meeting between a librarian and an observer that takes place prior to a formal library observation. The purpose of the conference is to provide the observer with background information about the scheduled observation. Additionally, it is an opportunity for the librarian to ask clarifying questions prior to the formal observation.

PROFESSIONAL GROWTH PLAN: A professional growth plan is a plan developed and implemented to identify and address areas for improvement in a librarian's performance. A written plan for improvement includes resources and assistance (intensive support needed to assist the librarian) and the documentation of an acceptable level of performance.

REVIEW OF EVIDENCE: Each librarian should have a system so that his or her evidence is easy to access for review. The evidence may be organized within the library itself. An evidence reference list organized by domain and standard should be available for administrative access. Evidence should be directly linked to domains and standards. Evidence will be directly linked to specific domains and standards of Mississippi Librarian Professional Growth System.

STANDARDS: Standards are definitions of the specific teaching activities and responsibilities in each domain that are research-based best practices.

STANDING LESSON PLAN: A lesson plan that covers a skill or topic related to the library program and its' services that may be modified according to collaboration request by teachers. These are not daily or weekly lessons like those of the classroom teacher. These are skill specific lessons that a librarian may reference to when collaborating with his or her colleagues. For example, a standing lesson on "research skills" could easily be modified according to topic, subject, and grade. A librarian could easily document lesson modifications and dates utilized in a log.

SUMMATIVE OBSERVATION CONFERENCE: The Summative Observation Conference is an end-of-year meeting between the librarian and observer. The purpose of this collaborative conversation is to review feedback and summative ratings from observations of practice and to identify successes, areas for growth, and next steps toward the librarian's continued professional growth. It is also an opportunity to reflect on available student data that may inform ways to improve practice and student outcomes.

TEACHER AND STUDENT SURVEYS: Librarians should create their own interests and needs survey for the library. This should be done once per year.

THE OBSERVATION AND FEEDBACK CYCLE:
BEST PRACTICES FOR COLLECTING EVIDENCE[4]

Observe

The observer visits the library and takes notes on librarian and student/teacher interactions.

Best Practices for Observation

1. Eliminate effects of bias. Enter the library without judgment and work from evidence.

2. Collect evidence, not interpretation. Write down only what the librarian and students/teachers say and do.

3. Look for learning and/or collaboration. Seek evidence of what students know/do and how the librarian and teacher work together.

4. Review and reflect. Pause to organize your evidence before interpreting.

Collecting evidence during an observation

Collecting evidence during the observation is the first step in ensuring that ratings are accurate, and feedback aligns to librarians' needed area(s) of improvement. Many observers of librarians confuse descriptions of library science practice with opinions about library science practice. Interpretation can be a reflection of one's biases and personal preferences, particularly when it is not supported by a collection of evidence. **Evidence collecting is a skill**, not knowledge; it comes with practice. When collecting evidence, observers describe what is taking place without drawing conclusions or making judgments about what he or she observes. When collecting evidence on instruction, ask:

- What do you see and hear the librarian and students/teachers saying and doing?

- What evidence can you gather about learning or collaboration?

- What will students know and be able to do at the end of the library lesson?

- What will the teachers know at the end of the professional development?

- What resources will teachers have access to after collaborative lesson planning?

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[4] Adapted from New York City Department of Education. (n.d.). The Observation and Feedback Cycle: Best Practices for Low Inference Notes. Retrieved July 7, 2017, from https://www.weteachnyc.org/media2016/filer_public/22/e8/22e801b3-f4c9-4f02-9f20- df500f056337/best-practices-for-low-inference-notes.pdf Policy Guide

Common mistakes/pitfalls to avoid

- Distinguish between evidence and interpretation. For instance, you can identify keywords that give away subjectivity: e.g., "I think," or "I feel." Be cognizant of keeping evidence separate from interpretation, using this framework:

EVIDENCE	INTERPRETATION
- Is observable - Is not influenced by the observer's perspective - Is free of evaluative words - Does not draw conclusions	- Makes inferences - Depends on observer's perspective - Includes evaluative words - Draws conclusions

- Replace vague quantifiers by capturing more specific evidence (e.g., "a lot of students checked out books first nine-weeks" vs. "125 of 375 students checked out books first nine-weeks.")

Tips for collecting evidence

There are various techniques to collect student outcomes data during an observation:

- If the librarian is leading a lesson on a particular library skill or is co-teaching with a teacher:

  - Sit with a table/group of students. Write down the questions asked, and answers given by the students in that group.

  - Select a problem, determine the correct answer, and tally the number of students who have the correct response written on their papers.

  - Move around the library and identify students performing at high, medium, low levels and strategically capture their work.

  - Ask students to tell you what they are learning/doing, why they are learning, and if they have learned anything new today.

  - Collect the collaborative lesson plan and/or copies of student work prior to leaving the library.

- If the librarian is working with teachers, then make sure that notes reflect what the teachers will know and be able to do at the end of the professional development.

  - Collect the agenda, presentation, and any other documents that pertain to the professional development.

- If the librarian is completing an administrative task such as shelving, ordering, or cataloging, then make sure that notes reflect what the librarian accomplished during this time and why it is important to student learning.

- If recording observation notes using a tablet, use the tablet to take pictures of actual work accomplished during the observation.

- Monitor observation notes to ensure that the "student/teacher side" is not neglected.

How do I capture as much evidence as possible?

- Effective evidence collection can be done using scripting, coding, and anecdotes.

  - **Scripting** – writing down librarian and/or student language verbatim

  - **Coding** – using shorthand to increase how much can be written and the quality of data collected (L=librarian, S=student, CFU=check for understanding)

  - **Anecdotes** – brief descriptions about "who did what" and other important information without specifics about what was said

- Time transitions by using time stamping. Time stamping helps to record more accurate information about the flow of a lesson or task. Time stamping also provides information about lesson pacing and the duration of administrative task.

TIME STAMP EXAMPLES (Library Lesson)	
Time	*Library/Student/Teacher Actions*
9:15	L says to class "Let's get into groups to work on Dewey Decimal organization lesson
9:20	Ss moved into groups and began to work on Dewey Decimal organization lesson
9:40	After CFU, L allows Ss to start checking out books once each group has completed task

- Copy learning target or make a note if it is not posted. (Librarians will need to have learning targets posted during library skill lessons and collaborative lesson with classroom teachers).

- Draw circles to represent groups of students or librarian interaction with students.

- If you notice a trend, create a tally on the side, so you can capture other evidence that may be occurring while also documenting the trend. For example, Jane is the only one responding to the librarian's questions. You may capture several instances verbatim, but you can also capture how many times it occurs if you can't capture everything Jane said.

- When appropriate, collect full interactions:

  - When librarian did__, student __. When student said__, librarian said__.

Sample Codes for Observation Scripting

THE BASICS	
Code	*Use*
L	Librarian
L1	Second certified librarian
LA	Librarian assistant
S/T	Student/Teacher
Ss/Ts	Students/Teachers
CAPS	Student/Teacher responses (Saves you from using quotations marks and noting S/T repeatedly)
✓ or tally marks	Repeated action (e.g., L remind to use shelf markers ✓✓✓✓ = 4 reminders)

DESCRIBING LIBRARIAN & STUDENT/TEACHER ACTIONS	
Code	*Use*
HR	Hands raised
CFU	Check for Understanding
FB	Feedback to Students/Teachers
LAAS	Librarian Asked Another Student
INT	Introduction to New Materials/Mini-Lesson (Students or Teachers)
GP IP	Guided Practice / Independent Practice
RA	Read Aloud
GR	Guided Reading
SR	Shared Reading
NR	No Response from Students/Teachers
D	Disruption

Library Evidence Collection

A data binder that is organized by name of document or artifact is the best way for librarians to collect and organize reports and information for administrators. Photographs are not required as evidence and should not be part of the data/evidence binder.

Templates have been created to help librarians collect and organize data for the Librarian Professional Growth System. Each template contains a header with the name of the document and connections to the LGS (e.g., Title: Professional Growth Plan; Librarian Growth System: Domain II, Standard 2).

Evidence Checklist

The following evidence checklist includes the required evidence as well as the link to additional information listed either in the current Mississippi Public and Nonpublic School Library Guide and the school library website: www.mdek12.org/Library (e.g., SLG.1.5 – School Library Guide, Section 1, Part 5).

STANDARDS	EVIDENCE
Standard 1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Learning Standards for Libraries* and supports the *Mississippi College- and Career-Readiness Standards*.	o Student Learning Outcome SMART Goal **(SLG.3.6)** o School Library Program SMART Goals **(SLG.6.8)** o Library Advocacy Meeting Agendas and Notes **(SLG.3.8)**
Standard 2: Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.	o Student and Teacher Surveys **(SLG.3.5)** o Needs Assessments **(SLG.6.8)** o Documentation of Provision **(SLG.4.4)**
Standard 3: Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selection grade-appropriate materials.	o Library Holdings Report **(SLG.6.6)** o Library Budget and Expenditures **(SLG.6.2)**
Standard 4: Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the *Mississippi Learning Standards for Libraries* and *the Mississippi College- and Career-Readiness Standards*.	o Library Schedule **(SLG.3.7)** o Library Lesson Plans or Collaborative Lesson Plans **(SLG.3.5)**
Standard 5: Provides training and assistance to students and teachers in the use of print and digital library resources, equipment, copyright and fair use, and emerging technologies to support teaching and learning.	o Documentation of Training or Assistance

Standard 6: Organizes the library resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.

o   Facility Requirements **(SLG.6.7)**

Standard 7: Resources are selected according to the principles of the School Library Bill of Rights and Intellectual Freedom and provides access to information in consideration to students' needs, abilities, and diversity.

o   Promotion of *School Library Bill of Rights* **(SLG.1.5)**
o   Promotion of *Intellectual Freedom* **(SLG.1.4)**
o   Library Schedule **(SLG.3.7)**

Standard 8: Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.

o   Examples of Communication **(SLG.3.8)**

Standard 9: Participates in appropriate professional learning opportunities and/or belongs to professional library organizations to increase knowledge and skills in providing effective support for the school library and instructional programs.

o   Professional Development Plan **(SLG.2.5)**

Observation Timeline

- August-September: Student Learning Outcome and Library Program SMART Goals
  - Program goals are **required** to be collaboratively created by librarian, advocacy committee, and administration

- January-February: Library Surveys and Budget Report (**Not School Culture Survey**)
  - Surveys or "wish lists" are **required** to be used to help build library's collections and create future programs

  - Post Conference is **required** to discuss achievement of current program goals and library funding needs for the upcoming school year

- March-May: Inventory
  - Inventory can be done throughout the school year and a final report is **required** at the end of the year that shows any lost, discarded, or new books

SAMPLE FEEDBACK CONVERSATION PROTOCOL[5]

Steps for Effective Feedback

LEADERS SHOULD BRING (SUGGESTED):	LIBRARIAN SHOULD BRING (SUGGESTED):
● Observation Tracker ● One-Pager: Steps for Effective Feedback ● Pre-planned script for the meeting (questions, observation, evidence, data, etc.)	● Standing lesson plans ● Program goals ● Collection development plan ● Budget

1 Praise

PRECISE PRAISE-NARRATIVE THE POSITIVE:

SAMPLE PRAISE:
- We set a goal at the beginning of the year of _____ and I noticed how [you met the goal] by [state concrete positive actions librarian took.]
- What made you successful? How did it feel?

2 Probe

PROBE-START WITH A TARGETED QUESTION:

SAMPLE PROBE:
- What is the purpose of [certain area of practice]?
- What was your objective/goal for _____ [are of practice]?

3 ID Problem & Action Step

PROGRESS TO CONCRETE ACTION STEP-ADD SCAFFOLDING AS NEEDED:

SAMPLE SCAFFOLDING PROMPTS:
- **(Librarian-driven)—Librarian self-identifies the problem:** Yes. What, then, would be the best action step to address that problem?
- **(More support)—Ask scaffolded questions:** How did your practice or task try to meet this goal/objective?
- **(More leader guidance)—Present data:** Do you remember what happened when _____? [Librarian then identifies what happened] What did that do to the outcome?
- **(Leader-driven; only when other levels fail)—State the problem directly:** [State what you observed and what action step will be needed to solve the problem.]

4 Practice

PRACTICE-ROLE PLAY/STIMULATE HOW THEY COULD HAVE IMPROVED TASK:

SAMPLE PRACTICE:
- Let's try that. [immediately jump into role play].
- I'm your student. I say/do. How do you respond? 4 [Level 4: Model for the librarian, and then have them practice it.]

DESIGN/REVISE UPCOMING TASK TO IMPLEMENT THIS ACTION:

SAMPLE DESIGN/REVISION PROMPTS:
- When would be best to observe your implementation of this?
- **More Leader Guidance/Driven:** I'll come in tomorrow and look for this technique.

5 Plan Ahead

SET TIMELINE FOR FOLLOW-UP:

SAMPLE FOLLOW-UP PROMPTS:
- When would be best to observe your implementation of this?
- **More Leader Guidance/Driven:** I'll come in tomorrow and look for this technique.

What to do-Set timeline for:
- **Completed Materials:** when librarian will complete revised report
- **Librarian Observes Master Librarian:** when they'll observe master librarian implementing action step

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[5] From Leverage Leadership: A Practical Guide to Building Exceptional Schools by Paul Bambrick-Santoyo. Copyright © 2012 by John Wiley and Sons, Inc. Reproduced by permission of Jossey-Bass, an Imprint of Wiley. www.wiley.com

AASL NATIONAL SCHOOL LIBRARY STANDARDS

School Librarians Evaluation

The American Association of School Librarians *National School Library Standards for Learners, School Librarians, and School Libraries* are not a curriculum; rather, they provide school librarians with guidance and structure as librarians develop a curriculum tailored to the school community. The AASL Standards frameworks are composed of Shared Foundations, explanatory Key Commitments, competency Domains, Competencies, and Alignments. The core components are divided into three areas: learners, school librarians, and school libraries.

Common Beliefs

1. **The School Library is a unique and essential part of a learning community.** As a destination for on-site and virtual personalized learning, the school library is a vital connection between school and home. As the leader of this space and its functions, the school librarian ensures that the school library environment provides all members of the school community access to information and technology, connecting learning to real-world events. By providing access to an array of well-managed resources, school librarians enable academic knowledge to be linked to deep understanding.

2. **Qualified school librarians lead effective school libraries.** As they guide organizational and personal change, effective school librarians model, promote, and foster inquiry learning in adequately staffed and resourced school libraries. Qualified school librarians have been educated and certified to perform interlinked, interdisciplinary, and cross-cutting roles as instructional leaders, program administrators, educators, collab-orative partners, and information specialists.

3. **Learners should be prepared for college, career, and life.** Committed to inclusion and equity, effective school librarians use evidence to determine what works, for whom and under what conditions for each learner; complemented by community engagement and innovative leadership, school librarians improve all learners' opportunities for success. This success empowers learners to persist in inquiry, advanced study, enriching profes-sional work, and community participation through continuous improve-ment within and beyond the school building and school day.

4. **Reading is the core of personal and academic competency.** In the school library, learners engage with relevant information resources and digital learning opportunities in a culture of reading. School librari-ans initiate and elevate motivational reading initiatives by using story and personal narrative to engage learners. School librarians curate current digital and print materials and technology to provide access to high-quality reading materials that encourage learners, educators, and families to become lifelong learners and readers.

5. **Intellectual freedom is every learner's right.** Learners have the freedom to speak and hear what others have to say, rather than allowing others to control their access to ideas and information; the school librarian's responsibility is to develop these dispositions in learners, educators, and all other members of the learn-ing community.

6. **Information technologies must be appropriately integrated and equitably available.** Although information technology is woven into almost every aspect of learning and life, not every learner and educator has equitable access to up-to-date, appropriate technology and connectivity. An effective school library bridges digital and socioeconomic divides to affect information technology access and skill.

1. **INQUIRE:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

2. **INCLUDE:** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

3. **COLLABORATE:** Work effectively with others to broaden perspectives and work toward common goals.

4. **CURATE:** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

5. **EXPLORE:** Discover and innovate in a growth mindset developed through experience and reflection.

6. **ENGAGE:** Demonstrate safe, legal, ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

Standards Crosswalk

MDE Librarian Growth Rubric	AASL National Standards
Domain I: Instructional Planning	
Standard 1: Consults with teachers, administrators, and school library advocacy committee to create Student Learning Outcome and School Library Program SMART Goals which plan for and provide necessary resources, technology, and instructional services aligned with the *Mississippi Learning Standards for Libraries* and supports the *Mississippi College- and Career-Readiness Standards*. **Standard 2:** Plans instruction and provides print and digital resources that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs by working with teachers, administrators, and the school library advocacy committee.	**I.A.1-2 School librarians teach learners to display curiosity and initiative when seeking information by:** Encouraging learners to formulate questions about a personal interest or a curricular topic; Activating leaners' prior and background knowledge as context for constructing new meaning. **I.B.3 School librarians promote new knowledge generation by:** Facilitating the development of products that illustrate learning. **III.B.1-2 The school library's policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by:** Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission; Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis.

MDE Librarian Growth Rubric	AASL National Standards
Domain II: Instructional Collaboration and Library Services	

Standard 3: Encourages reading of various forms of literature by developing and maintaining a balanced, comprehensive, diverse, and up-to-date collection of print and digital resources that support the school's instructional program while maintaining an awareness of students' reading interests and providing guidance in the selection grade-appropriate materials.

Standard 4: Collaboratively plans and teaches engaging inquiry-based informational and digital literacy lessons that incorporate multiple literacies and foster critical thinking as an integral part of the *Mississippi Learning Standards for Libraries* and the *Mississippi College- and Career-Readiness Standards*.

Standard 5: Provides training and assistance to students and teachers in the use of print and digital library resources, equipment, copyright and fair use, and emerging technologies to support teaching and learning.

I.D.1-3 School librarians implement and model an inquiry-based process by: Leading learners and staff through the research process; Constructing tasks focused on learners' individual areas of interest; Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.

IV.A.1-3 School librarians challenge learners to act on an information need by: Modeling the response to a need to gather and organize information; Designing opportunities for learns to explore possible information sources; Guiding learners to make critical choices about information sources to use.

IV.B.1-4 School librarians promote information gathering appropriate to the task by: Sharing a variety of sources; Encouraging the use of information representing diverse perspectives; Fostering the questioning and assessing of validity and accuracy of information; Providing tools and strategies to organize information by priority, topic, or another systematic scheme.

V.A.1 School librarians foster learners' personal curiosity by: Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes.

VI.A.1-3 School librarians promote ethical and legal guidelines for gathering and using information: Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use; Modeling the understanding of ethical of information, technology, and media; Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.

MDE Librarian Growth Rubric	AASL National Standards
Domain III: Library Culture and Learning Environment	

Standard 6: Organizes the library resources and ensures equitable physical access to facilities while demonstrating high expectations and maintaining an environment that is inviting, safe, flexible, and conducive to teaching and learning.

Standard 7: Resources are selected according to the principles of the School Library Bill of Rights and Intellectual Freedom and provides access to information in consideration to students' needs, abilities, and diversity.

I.C.1-3 The school library provides learners opportunities to maintain focus throughout the inquiry process by: Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive learning; Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments; Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.

IV.B.3-5 The school library promotes selection of appropriate resources and tools for information use by: Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection; Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling materials challenges; Designing and providing adequate space for library resources, services, and activities.

MDE Librarian Growth Rubric	AASL National Standards
Domain IV: Professional Responsibilities	

Standard 8: Maintains effective, positive communication with the students and staff regarding library programs, resources, and services while advocating for the school library program in the school community.

Standard 9: Participates in appropriate professional learning opportunities and/or belongs to professional library organizations to increase knowledge and skills in providing effective support for the school library and instructional programs.

II.D.3 The school library builds empathy and equity within the global learning community by: Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.

III.D.2-3 The school library provides opportunities for school librarians to connect and work with the learning community by: Designing and leading professional-development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness; Promoting and modeling the importance of information-use skills by publicizing to learners, staff, and the community available services and resources, serving on school and district-wide committees, and engaging in community and professional activities.

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