MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MISSISSIPPI EDUCATOR & ADMINISTRATOR
OBSERVATION FORM
SCHOOL LIBRARIAN GROWTH RUBRIC

Librarian Name   **Grade Levels**   **Time of Day**

Date of Pre-Observation Meeting   **Date of Observation**   **Date of Post-Observation Meeting**

District & School   **Observer Name or Signature**

Informal Observation   **Formal Observation**

1   2   3   1   2   3

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*.

Indicators

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

Evidence Collected

Notes

Examples of Evidence

SLO SMART Goals

Program SMART Goals

Agendas and Notes

Performance Level

Level 4

Level 3

Level 2

Level 1

DOMAIN I: INSTRUCTIONAL PLANNING

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.

Indicators

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

Evidence Collected	Examples of Evidence
Notes	Surveys or Needs Assessments (e.g., wish lists) Documentation of Provision (e.g., EL, SPED, 504) Observations

Performance Level

Level 4

Level 3

Level 2

Level 1

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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.

Indicators	
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

Evidence Collected	Examples of Evidence
Notes	Holdings Report (includes usage, circulation, and copyright information) Library Budget and Expenditures Observations
	Performance Level
	Level 4
	Level 3
	Level 2
	Level 1

DOMAIN II: INSTRUCTIONAL COLLABORATION AND LIBRARY SERVICES

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.*

Indicators

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

Evidence Collected	Examples of Evidence
Notes	School Library Schedule
	Standards-aligned collaborative or library lesson plans
	Observations

Performance Level

Level 4

Level 3

Level 2

Level 1

DOMAIN II: INSTRUCTIONAL COLLABORATION AND LIBRARY SERVICES

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.

Indicators

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

Evidence Collected	Examples of Evidence
Notes	Documentation of Training or Assistance (e.g. library orientation, research project support, PLC or faculty meeting agendas)
	Observations

	Performance Level
	Level 4
	Level 3
	Level 2
	Level 1

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.

Indicators	
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

Evidence Collected	Examples of Evidence
Notes	Meeting the requirements set forth in Section 6.7 in the current *MS School Library Guide* Observations

Performance Level
Level 4
Level 3
Level 2
Level 1

DOMAIN III: LIBRARY CULTURE AND LEARNING ENVIRONMENT

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.

Indicators	
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

Evidence Collected	Examples of Evidence
Notes	Promotion of *School Library Bill of Rights* and *Intellectual Freedom* School Library Schedule
	Performance Level
	Level 4 Level 3 Level 2 Level 1

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.

Indicators	
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

Evidence Collected	Examples of Evidence
Notes	Examples of Communication (e.g., newsletters, library website, emails, or communication through social media or learning management systems)
	Performance Level
	Level 4
	Level 3
	Level 2
	Level 1

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

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.

Indicators	
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

Evidence Collected	Examples of Evidence
Notes	Professional Development Plan

	Performance Level
	Level 4
	Level 3
	Level 2
	Level 1