

Librarian Name

Grade Levels

District & School

Brief Description of Job Duties

Areas of Strength

Potential PD Focus Areas

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
- 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 and Rationale

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.

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

Evidence and Rationale

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.

Evidence: Library Holdings Report

- 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 and Rationale

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*.

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

- | | |
|----------|---|
| 4 | <ul style="list-style-type: none">• Consistently collaborates and• Effectively teaches information and digital literacy as an integral part of the curriculum |
| 3 | <ul style="list-style-type: none">• Frequently collaborates and• Adequately teaches information and digital literacy as an integral part of the curriculum |
| 2 | <ul style="list-style-type: none">• Infrequently collaborates and• Inadequately teaches information and digital literacy as an integral part of the curriculum |
| 1 | <ul style="list-style-type: none">• Rarely collaborates and• Ineffectively teaches information and digital literacy as an integral part of the curriculum |

Evidence and Rationale

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.

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

Evidence and Rationale

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.

Evidence: *Follows the facility requirements listed in the current Mississippi 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

Evidence and Rationale

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.

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

Evidence and Rationale

DOMAIN II: INSTRUCTIONAL COLLABORATION AND LIBRARY SERVICES

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.

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

Evidence and Rationale

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.

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

Evidence and Rationale