

South Carolina School Librarian Evaluation Rubric

Based on nationally normed, research-based standards, the *South Carolina Educator Evaluation Rubrics* clearly define effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.

The South Carolina School Librarian Evaluation Rubric brings a comprehensive focus on four key domains: **Instruction, Environment, Library Services and Management, and Professionalism.**

| Instruction | Environment | Library Services and Management | Professionalism |
|--|---|---|--|
| <ol style="list-style-type: none"> 1. Promoting Literacy 2. Promoting Inquiry 3. Motivating Learners 4. Librarian Knowledge of Learners 5. Learner Collaboration 6. Thinking 7. Problem-Solving | <ol style="list-style-type: none"> 1. Multiple Perspectives 2. Collaborative Conversations 3. Learning Environment 4. Learner Feedback 5. Learner Engagement | <ol style="list-style-type: none"> 1. Seeking Information 2. Sharing and Crediting Sources 3. Resource Management 4. Library Administration | <ol style="list-style-type: none"> 1. Collaboration 2. Ethical Use 3. Growing and Developing Professionally 4. Community Involvement 5. School Responsibilities |

Performance definitions are provided at levels *Exemplary (4), Proficient (3), Needs Improvement (2), and Unsatisfactory (1)*.

| INSTRUCTION | | | | |
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| | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
| <p>Promoting Literacy</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • Pre-conference Question 1 • Post-conference Question 1 • Observation | <p>The school librarian builds learners' personal curiosity by:</p> <ul style="list-style-type: none"> • Consistently encouraging all learners to read widely and deeply in multiple genres. • Consistently encouraging all learners to write and create for a variety of purposes, including reading for pleasure. • Consistently challenging all learners to question assumptions and possible misconceptions. | <p>The school librarian builds learners' personal curiosity by:</p> <ul style="list-style-type: none"> • Often encouraging learners to read widely and deeply in multiple genres. • Often encouraging learners to write and create for a variety of purposes, including reading for pleasure. • Often challenging learners to question assumptions and possible misconceptions. | <p>The school librarian somewhat builds learners' personal curiosity by:</p> <ul style="list-style-type: none"> • Sometimes encouraging learners to read widely and deeply in multiple genres. • Sometimes encouraging learners to write and create for a variety of purposes, including reading for pleasure. • Sometimes challenging learners to question assumptions and possible misconceptions. | <p>The school librarian rarely builds learners' personal curiosity by:</p> <ul style="list-style-type: none"> • Encouraging learners to read widely and deeply in multiple genres. • Encouraging learners to write and create for a variety of purposes, including reading for pleasure. • Challenging learners to question assumptions and possible misconceptions. |
| | <p>The school librarian consistently guides learners to implement an inquiry-based research process by:</p> <ul style="list-style-type: none"> • Explicitly and consistently leading and assisting learners through the inquiry-based research process. • Consistently and explicitly modeling the response to a need to gather and organize information. • Consistently designing opportunities for learners to explore possible information sources, share products, and reflect on the learning process. | <p>The school librarian guides learners to implement an inquiry-based research process by:</p> <ul style="list-style-type: none"> • Regularly leading and assisting learners through the inquiry-based research process. • Regularly modeling the response to a need to gather and organize information. • Regularly designing opportunities for learners to explore possible information sources, share products, and reflect on the learning process. | <p>The school librarian somewhat guides learners to implement an inquiry-based research process by:</p> <ul style="list-style-type: none"> • Sometimes leading and assisting learners through the inquiry-based research process. • Sometimes modeling the response to a need to gather and organize information. • Sometimes designing opportunities for learners to explore possible information sources, share products, and reflect on the learning process. | <p>The school librarian rarely guides learners to implement an inquiry-based research process by:</p> <ul style="list-style-type: none"> • Leading and assisting learners through the inquiry-based research process. • Modeling the response to a need to gather and organize information. • Designing opportunities for learners to explore possible information sources, share products, and reflect on the learning process. |
| | <p>The school librarian promotes engagement by:</p> <ul style="list-style-type: none"> • Consistently activating learners' prior knowledge as context for constructing new meaning. • Consistently providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance. • Consistently facilitating the development of products that focus on learners' individual areas of interest, illustrate new knowledge, or make real-world connections. | <p>The school librarian promotes engagement by:</p> <ul style="list-style-type: none"> • Regularly activating learners' prior knowledge as context for constructing new meaning. • Regularly providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance. • Usually facilitating the development of products that focus on learners' individual areas of interest, illustrate new knowledge, or make real-world connections. | <p>The school librarian somewhat promotes engagement by:</p> <ul style="list-style-type: none"> • Sometimes activating learners' prior knowledge as context for constructing new meaning. • Sometimes providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance. • Sometimes facilitating the development of products that focus on learners' individual areas of interest, illustrate new knowledge, or make real-world connections. | <p>The school librarian rarely promotes engagement by:</p> <ul style="list-style-type: none"> • Activating learners' prior knowledge as context for constructing new meaning. • Providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance. • Facilitating the development of products that focus on learners' individual areas of interest, illustrate new knowledge, or make real-world connections. |

INSTRUCTION, *continued*

| | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|---|---|--|---|
| <p style="text-align: center;">Librarian Knowledge of Learners</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • <i>Observation</i> | <p>The school librarian supports learners by:</p> <ul style="list-style-type: none"> • Consistently implementing plans that address all learners’ anticipated learning difficulties and knowledge gaps. • Always guiding learners to engage with points of views and opinions expressed in information resources and learning products. • Consistently differentiating instruction to support all learners and their understandings of globally diverse and culturally relevant sources. | <p>The school librarian supports learners by:</p> <ul style="list-style-type: none"> • Regularly implementing plans that address some learners’ anticipated learning difficulties and knowledge gaps. • Regularly guiding learners to engage with points of views and opinions expressed in information resources and learning products. • Regularly differentiating instruction to support learners and their understandings of globally diverse and culturally relevant sources. | <p>The school librarian somewhat supports learners by:</p> <ul style="list-style-type: none"> • Sometimes implementing plans that address some learners’ anticipated learning difficulties and knowledge gaps. • Sometimes guiding learners to engage with points of views and opinions expressed in information resources and learning products. • Sometimes differentiating instruction to support learners and their understandings of globally diverse and culturally relevant sources. | <p>The school librarian rarely supports learners by:</p> <ul style="list-style-type: none"> • Implementing plans that address learners’ anticipated learning difficulties and knowledge gaps. • Guiding learners to engage with points of views and opinions expressed in information resources and learning products. • Differentiating instruction to support learners and their understandings of globally diverse and culturally relevant sources. |
| <p style="text-align: center;">Learner Collaboration</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • <i>Observation</i> | <p>The school librarian facilitates collaboration by:</p> <ul style="list-style-type: none"> • Always challenging learners to work with others to broaden and deepen understandings. • Consistently scaffolding enactment of learning-group roles to enable the development of new understandings within a group. • Always organizing learner groups for decision-making and problem-solving. | <p>The school librarian facilitates collaboration by:</p> <ul style="list-style-type: none"> • Regularly challenging learners to work with others to broaden and deepen understandings. • Usually scaffolding enactment of learning-group roles to enable the development of new understandings within a group • Usually organizing learner groups for decision-making and problem-solving. | <p>The school librarian somewhat facilitates collaboration by:</p> <ul style="list-style-type: none"> • Sometimes challenging learners to work with others to broaden and deepen understandings. • Sometimes scaffolding enactment of learning-group roles to enable the development of new understandings within a group. • Sometimes organizing learner groups for decision-making and problem-solving. | <p>The school librarian rarely facilitates collaboration by:</p> <ul style="list-style-type: none"> • Challenging learners to work with others to broaden and deepen understandings. • Scaffolding enactment of learning-group roles to enable the development of new understandings within a group. • Organizing learner groups for decision making and problem-solving. |

INSTRUCTION, *continued*

| | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|---|---|--|---|
| <p>Thinking</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Lesson Plans • Observation | <p>In the context of a lesson, the school librarian always thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where learners analyze, compare and contrast, and evaluate and explain information; • practical thinking where learners use, apply, and implement what they learn in real-life scenarios; • creative thinking where learners create, design, imagine, and suppose; and • research-based thinking where learners explore and review a variety of ideas, models, and solutions to problems. <p>The lesson consistently provides opportunities where learners:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives, and • analyze problems from multiple perspectives and viewpoints. | <p>In the context of a lesson, the school librarian thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where learners analyze, compare and contrast, and evaluate and explain information; • practical thinking where learners use, apply, and implement what they learn in real-life scenarios; • creative thinking where learners create, design, imagine, and suppose; and • research-based thinking where learners explore and review a variety of ideas, models, and solutions to problems. <p>The lesson usually provides opportunities where learners:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives, and • analyze problems from multiple perspectives and viewpoints. | <p>In the context of a lesson, the school librarian somewhat thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where learners analyze, compare and contrast, and evaluate and explain information; • practical thinking where learners use, apply, and implement what they learn in real-life scenarios; • creative thinking where learners create, design, imagine, and suppose; and • research-based thinking where learners explore and review a variety of ideas, models, and solutions to problems. <p>The lesson sometimes provides opportunities where learners:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives, and • analyze problems from multiple perspectives and viewpoints. | <p>In the context of a lesson, the school librarian rarely thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where learners analyze, compare and contrast, and evaluate and explain information; • practical thinking where learners use, apply, and implement what they learn in real-life scenarios; • creative thinking where learners create, design, imagine, and suppose; and • research-based thinking where learners explore and review a variety of ideas, models, and solutions to problems. <p>The lesson rarely provides opportunities where learners:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives, and • analyze problems from multiple perspectives and viewpoints. |
| | <p>The school librarian consistently implements activities that teach and reinforce two or more of the following information literacy skills:</p> <ul style="list-style-type: none"> • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies | <p>The school librarian regularly implements activities that teach and reinforce two of the following information literacy skills:</p> <ul style="list-style-type: none"> • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies | <p>The school librarian sometimes implements activities that teach and reinforce two of the following information literacy skills:</p> <ul style="list-style-type: none"> • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies | <p>The school librarian rarely implements activities that teach and reinforce two of the following information literacy skills:</p> <ul style="list-style-type: none"> • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies |

| Description of Qualifying Measures | | | | |
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ENVIRONMENT

| | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|--|---|---|---|---|
| <p>Multiple Perspectives</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Lesson Plans • Schedule | <p>The school librarian establishes opportunities for learners to think globally by:</p> <ul style="list-style-type: none"> • Consistently providing opportunities for all learners to interact with others who reflect a range of perspectives. • Consistently devising learning activities that require learners to evaluate and articulate a variety of perspectives. | <p>The school librarian establishes opportunities for learners to think globally by:</p> <ul style="list-style-type: none"> • Regularly providing opportunities for learners to interact with others who reflect a range of perspectives. • Usually devising learning activities that require learners to evaluate and articulate a variety of perspectives. | <p>The school librarian sometimes establishes opportunities for learners to think globally by:</p> <ul style="list-style-type: none"> • Providing opportunities for learners to interact with others who somewhat reflect a range of perspectives. • Devising learning activities that somewhat require learners to evaluate and articulate a variety of perspectives. | <p>The school librarian rarely establishes opportunities for learners to think globally by:</p> <ul style="list-style-type: none"> • Providing opportunities for learners to interact with others who reflect a range of perspectives. • Devising learning activities that require learners to evaluate and articulate a variety of perspectives. |
| | <p>The school librarian fosters active participation by:</p> <ul style="list-style-type: none"> • Consistently creating a learning environment in which all learners respect diverse perspectives. • Consistently and intentionally guiding learners to actively contribute to discussions in which multiple viewpoints on a topic are expressed. | <p>The school librarian fosters active participation by:</p> <ul style="list-style-type: none"> • Mostly creating a learning environment in which learners respect diverse perspectives. • Often guiding learners to actively contribute to discussions in which multiple viewpoints on a topic are expressed. | <p>The school librarian sometimes fosters active participation by:</p> <ul style="list-style-type: none"> • Creating a learning environment in which learners somewhat respect diverse perspectives. • Guiding learners to somewhat actively contribute to discussions in which multiple viewpoints on a topic are expressed. | <p>The school librarian rarely fosters active participation by:</p> <ul style="list-style-type: none"> • Creating a learning environment in which learners respect diverse perspectives. • Guiding learners to actively contribute to discussions in which multiple viewpoints on a topic are expressed. |
| | <p>The school librarian fosters curiosity by:</p> <ul style="list-style-type: none"> • Consistently and intentionally creating an atmosphere in which all learners feel safe, empowered, and interactions are learner-initiated. • Consistently and intentionally initiating opportunities that allow learners to demonstrate interest in their own learning and other perspectives. • Consistently and intentionally arranging resources, technology, and equipment purposefully in a safe, attractive, open, and accessible environment. | <p>The school librarian fosters curiosity by:</p> <ul style="list-style-type: none"> • Mostly creating an atmosphere in which most learners feel safe, empowered, and interactions are learner-initiated. • Regularly initiating opportunities that allow learners to demonstrate interest in their own learning and other perspectives. • Mostly arranging resources, technology, and equipment purposefully in a safe, attractive, open, and accessible environment. | <p>The school librarian sometimes fosters curiosity by:</p> <ul style="list-style-type: none"> • Creating an atmosphere in which learners feel somewhat safe, empowered, and interactions are learner-initiated. • Sometimes initiating opportunities that allow learners to demonstrate interest in their own learning and other perspectives. • Sometimes arranging resources, technology, and equipment purposefully in a safe, attractive, open, and accessible environment. | <p>The school librarian rarely fosters curiosity by:</p> <ul style="list-style-type: none"> • Creating an atmosphere in which learners feel safe, empowered, and interactions are learner-initiated. • Initiating opportunities that allow learners to demonstrate interest in their own learning and other perspectives. • Purposefully arranging resources, technology, and equipment in a safe, attractive, open, and accessible environment. |

ENVIRONMENT, *continued*

| | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
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| <p style="text-align: center;">Learner Feedback</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Lesson Plans • Collection Analysis | <p>The school librarian helps learners develop by:</p> <ul style="list-style-type: none"> • Consistently fostering an atmosphere in which constructive feedback is openly accepted. • Consistently giving feedback that is focused, frequent, and high-quality. • Consistently circulating during instructional activities to offer feedback and assess progress. | <p>The school librarian helps learners develop by:</p> <ul style="list-style-type: none"> • Fostering an atmosphere in which constructive feedback is mostly openly accepted. • Giving feedback that is mostly focused, frequent, and high-quality. • Circulating often during instructional activities to offer feedback and assess progress. | <p>The school librarian sometimes helps learners develop by:</p> <ul style="list-style-type: none"> • Fostering an atmosphere in which constructive feedback is somewhat openly accepted. • Giving feedback that is somewhat focused, frequent, and high-quality. • Circulating sometimes during instructional activities to offer feedback and assess progress. | <p>The school librarian rarely helps learners develop by:</p> <ul style="list-style-type: none"> • Fostering an atmosphere in which constructive feedback is openly accepted. • Giving feedback that is mostly focused, frequent, and high-quality. • Circulating during instructional activities to offer feedback and assess progress. |
| | <p>The school librarian supports learners' engagement with information by:</p> <ul style="list-style-type: none"> • Consistently and intentionally structuring a learning environment for innovative use of information and information technologies. • Consistently championing and modeling safe, responsible, ethical, legal, and innovative information behaviors. | <p>The school librarian regularly supports learners' engagement with information by:</p> <ul style="list-style-type: none"> • Mostly structuring a learning environment for innovative use of information and information technologies. • Often championing and modeling safe, responsible, ethical, legal, and innovative information behaviors. | <p>The school librarian somewhat supports learners' engagement with information by:</p> <ul style="list-style-type: none"> • Somewhat structuring a learning environment for innovative use of information and information technologies. • Sometimes championing and modeling safe, responsible, ethical, legal, and innovative information behaviors. | <p>The school librarian rarely supports learners' engagement with information by:</p> <ul style="list-style-type: none"> • Structuring a learning environment for innovative use of information and information technologies. • Championing and modeling safe, responsible, ethical, legal, and innovative information behaviors. |

LIBRARY SERVICES AND MANAGEMENT

| | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|--|--|--|--|
| <p>Seeking Information</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Lesson Plans • Observation | <p>The school librarian supports learners to seek information by:</p> <ul style="list-style-type: none"> • Consistently encouraging learners to formulate questions about validity and accuracy of information. • Consistently activating learners' background knowledge as context. • Consistently guiding learners to make critical choices about information resources to use. | <p>The school librarian supports learners to seek information by:</p> <ul style="list-style-type: none"> • Regularly encouraging learners to formulate questions about validity and accuracy of information. • Usually activating learners' background knowledge as context. • Regularly guiding learners to make critical choices about information resources to use. | <p>The school librarian somewhat supports learners to seek information by:</p> <ul style="list-style-type: none"> • Sometimes encouraging learners to formulate questions about validity and accuracy of information. • Sometimes activating learners' background knowledge as context. • Sometimes guiding learners to make critical choices about information resources to use. | <p>The school librarian rarely supports learners to seek information by:</p> <ul style="list-style-type: none"> • Encouraging learners to formulate questions about validity and accuracy of information. • Activating learners' background knowledge as context. • Guiding learners to make critical choices about information resources to use. |
| | <p>The school librarian guides valid information exchange by:</p> <ul style="list-style-type: none"> • Always cultivating an environment that encourages learners to access, ethically use, and share information. • Consistently and intentionally modeling the ethical use of a variety of communication tools, technology, and information resources. • Consistently requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. | <p>The school librarian guides valid information exchange by:</p> <ul style="list-style-type: none"> • Cultivating an environment that mostly encourages learners to access, ethically use, and share information. • Regularly modeling the ethical use of a variety of communication tools, technology, and information resources. • Usually requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. | <p>The school librarian somewhat guides valid information exchange by:</p> <ul style="list-style-type: none"> • Sometimes cultivating an environment that encourages learners to access, ethically use, and share information. • Sometimes modeling the ethical use of a variety of communication tools, technology, and information resources. • Sometimes requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. | <p>The school librarian rarely guides valid information exchange by:</p> <ul style="list-style-type: none"> • Cultivating an environment that encourages learners to access, ethically use, and share information. • Modeling the ethical use of a variety of communication tools, technology, and information resources. • Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. |
| | <p>The school librarian manages library resources by always appropriately:</p> <ul style="list-style-type: none"> • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a diverse collection of resources and technologies. | <p>The school librarian manages library resources by appropriately:</p> <ul style="list-style-type: none"> • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a diverse collection of resources and technologies. | <p>The school librarian sometimes manages library resources by appropriately:</p> <ul style="list-style-type: none"> • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a diverse collection of resources and technologies. | <p>The school librarian rarely manages library resources by appropriately:</p> <ul style="list-style-type: none"> • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a diverse collection of resources and technologies. |

LIBRARY SERVICES AND MANAGEMENT

| | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|---|--|--|--|
| <p style="text-align: center;">Library Administration</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Schedule | <p>The school librarian manages the library program by:</p> <ul style="list-style-type: none"> • Always and consistently ensuring the efficient use of available space and resources. • Strategically and consistently planning a library media program that supports the learning goals of the school community. | <p>The school librarian manages the library program by:</p> <ul style="list-style-type: none"> • Mostly ensuring the efficient use of available space and resources. • Strategically planning a library media program that mostly supports the learning goals of the school community. | <p>The school librarian manages the library program by:</p> <ul style="list-style-type: none"> • Sometimes ensuring the efficient use of available space and resources. • Sometimes strategically planning a library media program that supports the learning goals of the school community. | <p>The school librarian manages the library program by:</p> <ul style="list-style-type: none"> • Rarely ensuring the efficient use of available space and resources. • Rarely strategically planning a library media program that supports the learning goals of the school community. |

PROFESSIONALISM

| Indicator | Performance Standard | Exemplary (4) | Proficient (3) | Needs Improvement (2) | Unsatisfactory (1) |
|---|---|---------------|----------------|-----------------------|--------------------|
| Collaboration <u>Sources of Evidence</u> <ul style="list-style-type: none"> • SLP: Schedule, Lesson Plans • School/district and community involvement | <ul style="list-style-type: none"> • Solicits, listens to, and responds to feedback | Always | Often | Sometimes | Rarely |
| | <ul style="list-style-type: none"> • Advocates and models respect for diverse perspectives | Always | Often | Sometimes | Rarely |
| | <ul style="list-style-type: none"> • Communicates with teachers and other staff to support instruction and coordinate equitable access to the library | Always | Often | Sometimes | Rarely |
| Ethical Use <u>Sources of Evidence</u> <ul style="list-style-type: none"> • SLP: Policies and Procedures | <ul style="list-style-type: none"> • Champions, models, informs, and monitors the legal and ethical use of information, technology, and media within the library | Always | Often | Sometimes | Rarely |
| Growing and Developing Professionally <u>Sources of Evidence</u> <ul style="list-style-type: none"> • SLP: Resource Alignment Goals | <ul style="list-style-type: none"> • Actively seeks diverse opportunities for relevant professional development | Always | Often | Sometimes | Rarely |
| | <ul style="list-style-type: none"> • Is prepared and participates in professional development meetings | Always | Often | Sometimes | Rarely |
| | <ul style="list-style-type: none"> • Participates in professional associations, meetings, and conferences, and/or professional learning communities | Always | Often | Sometimes | Rarely |
| Community Involvement <u>Sources of Evidence</u> <ul style="list-style-type: none"> • SLP: School and Community Involvement | <ul style="list-style-type: none"> • Actively supports school activities and events | Always | Often | Sometimes | Rarely |
| School Responsibilities <u>Sources of Evidence</u> <ul style="list-style-type: none"> • SLP: School and Community Involvement | <ul style="list-style-type: none"> • Accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment | Always | Often | Sometimes | Rarely |

