

Center Grove Rubric for Media Specialists (v.2016)

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Center Grove
Community School Corporation
Greenwood, Indiana

Domain 1: Planning and Preparation (30.00%)

1.1 Demonstrating Knowledge of Literature, Information Technology, and 21st Century Learner Standards

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (1.1.HE.1)

Media Specialist draws on extensive professional resources, demonstrates rich knowledge and understanding of literature, information technology, and 21st Century Learner Standards (1.1.HE.2)

Demonstrates thorough knowledge of literature, information technology, or 21st Century Learner Standards (1.1.E.2)

Demonstrates limited knowledge or literature, information technology, or 21st Century Learner Standards (1.1.IN.2)

Demonstrates little or no knowledge of literature, information technology, or 21st Century Learner Standards (1.1.I.2)

1.2 Demonstrating Knowledge of the School's Literacy Framework and Student Needs Within the Academic Program

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (1.2.HE.1)

Media Specialist takes a leadership role with the school to advocate the information skills needed by students within the school's literacy framework and academic program (1.2.HE.2)

Demonstrates thorough knowledge of the school's literacy framework and knowledge of students' needs for information skills within the academic standards (1.2.E.2)

Draws extensively on other professional resources, demonstrates limited knowledge and understanding of literature, information technology, or 21st Century Learner Standards (1.2.IN.2)

Demonstrates little or no knowledge of literature, information technology, or 21st Century Learner Standards (1.2.I.2)

1.3 Establishing Goals for the Library/Media Program Appropriate to the Age Level of Students Served and the School Literacy Framework

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (1.3.HE.1)

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Goals for the media program are highly appropriate to the situation in the school, to the age of the students, to the school performance plan and are developed following consultations with others (1.3.HE.2)

Goals are clear and appropriate to the age of students and the school performance plan (1.3.E.2)

Goals are rudimentary and are partially suitable to the age of students and the school performance plan (1.3.IN.2)

Has no clear goals, or goals are not appropriate to the age of the students and the school performance plan (1.3.I.2)

1.4 Demonstrating Knowledge of Resources and Technology within the School District, and Community

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (1.4.HE.1)

Media Specialist is fully aware of resources and technology available for students and teachers in the school, the district and the community, and actively seeks out new resources from a wide range of sources to enrich the school's literacy framework/goals and communicates with all stakeholders (1.4.HE.2)

Is fully aware of resources and technology available for students and teachers in the school, the district and the community as they relate to the school's literacy framework/goals and communicates with all stakeholders (1.4.E.2)

Demonstrates basic knowledge of resources and technology available for students and teachers in the school, the district and the community as they relate to the school's literacy framework/goals (1.4.IN.2)

Demonstrates little or no familiarity with resources and technology to enhance (1.4.I.2)

1.5 Developing and Implementing a Plan to integrate the Media Program into the School/Corporation Literacy Framework

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (1.5.HE.1)

Media Specialist's plan is highly coherent, taking into account scheduled time in the library, consultative work with teachers, and work in the maintaining and extending the collection. The plan has been developed after consultation with teachers and administrators (1.5.HE.2)

Program is well designed with guiding principles and activities to support both teachers and students with their information (1.5.E.2)

Program has a guiding principle and includes a number of worthwhile activities, but some do not fit with the broader goal (1.5.IN.2)

Program consists of a random collection of unrelated activities, lacking coherence or an overall structure (1.5.I.2)

1.6 Developing a Plan to Evaluate the Media Program

Highly Effective

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At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (1.6.HE.1)

Media Specialist's evaluation plan is highly sophisticated, with a variety of sources of evidence and a clear vision of how the media program can be improved year after year (1.6.HE.2)

Plan to evaluate the media program states clear goals and shows a collection of evidence to prove the goals have been met (1.6.E.2)

Has a rudimentary plan to evaluate the media program (1.6.IN.2)

Has no plan to evaluate the media program or resists suggestions that such a plan is important (1.6.I.2)

1.7 Reflecting on Practice

Highly Effective

Effective

Improvement Necessary

Ineffective

A Highly Effective Media Specialist fulfills the criteria for Effective as well as some of the following: (1.7.HE.1)

Media Specialist's reflection is highly accurate and perceptive, citing specific examples. Media Specialist draws on extensive repertoire to suggest alternative strategies (1.7.HE.2)

Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Media Specialist makes some specific suggestions as to how the media program might be improved (1.7.E.2)

Reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved (1.7.IN.2)

Does not reflect on practice, or the reflections are inaccurate or self-serving (1.7.I.2)

Domain 2: The Environment (40.00%)

2.1 Creating an Environment of Respect and Rapport

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (2.1.HE.1)

Interactions among the media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development (2.1.HE.2)

Interactions, both between the media specialist and students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students (2.1.E.2)

Interactions, both between the media specialists and students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students (2.1.IN.2)

Interactions, both between the media specialist and students are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflicts (2.1.I.2)

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2.2 Establishing a Culture for Investigation and Love of Literature

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: *(2.2.HE.1)*

Media Specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values *(2.2.HE.2)*

In interactions with both students and colleagues, conveys a sense of importance of seeking information and reading literature *(2.2.E.2)*

Goes through the motions of performing the work of the position, but without any real commitment to it *(2.2.IN.2)*

Conveys a sense that the work of seeking information and reading literature is not worth the time and energy required *(2.2.I.2)*

2.3 Establishing and Maintaining Media Center Procedures

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: *(2.3.HE.1)*

Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Media assistants work independently and contribute to the success of the media center *(2.3.HE.2)*

Routines and procedures (Ex. circulation of materials, working on computers, independent work) have been established and function smoothly. Media assistants are clear as to their role *(2.3.E.2)*

Routines and procedures (Ex. circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for media assistants are partially successful *(2.3.IN.2)*

Routines and procedures (Ex. circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Media assistants are confused as to their role *(2.3.I.2)*

2.4 Managing Student Behavior

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: *(2.4.HE.1)*

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Standards of conduct are clear with evidence of student participation in setting them. Media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior (2.4.HE.2)

Standards of conduct appear to be clear to students, and the media specialist monitors student behavior against those standards. Media specialist's response to student misbehavior is appropriate and respectful to students (2.4.E.2)

Appears to have made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. (2.4.IN.2)

Shows no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity (2.4.I.2)

2.5 Organizing Physical Space to Enable Smooth Flow

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (2.5.HE.1)

Media Specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting (2.5.HE.2)

Makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use (2.5.E.2)

Efforts to make use of the physical environment are uneven, resulting in occasional confusion (2.5.IN.2)

Makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion (2.5.I.2)

Domain 3: Delivery of Service (15.00%)

3.1 Maintaining and Extending the Library Collection in Accordance with the School's Needs and Within the Budget Limitations

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (3.1.HE.1)

Media Specialist selects materials for the collection thoughtfully and in consultation with stakeholders, and periodically weeds the collection of outdated material. Collection is balanced among different areas. Inventories and reports are accurate and completed in a timely manner (3.1.HE.2)

Adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. Collection is balanced among different areas. Inventories and reports are accurate and completed in a timely manner (3.1.E.2)

Is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance (3.1.IN.2)

Fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically weed the collection of outdated material. Collection is unbalanced among different areas (3.1.I.2)

3.2 Collaborating with Teachers in the Design of Instructional Units and Lessons

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Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (3.2.HE.1)

Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school (3.2.HE.2)

Initiates collaboration with classroom teachers in the design of instructional lessons and units (3.2.E.2)

Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so (3.2.IN.2)

Declines to collaborate with classroom teachers in the design of instructional lessons and units (3.2.I.2)

3.3 Setting Tone for Engaging Students in Enjoying Literature and in Learning Information Skills

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (3.3.HE.1)

When students enter media center, they are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers (3.3.HE.2)

Students enter media center, they are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials (3.3.E.2)

Students enter media center and only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials (3.3.IN.2)

Students enter media center; they are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials (3.3.I.2)

3.4 Assisting Students and Teachers in the Use of Technology in the Media Center

Highly Effective

Effective

Improvement Necessary

Ineffective

At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (3.4.HE.1)

Media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the media center and throughout the educational environment (3.4.HE.2)

Initiates sessions to assist students and teachers in the use of technology in the media center (3.4.E.2)

Assists students and teachers in the use of technology in the media center when specifically asked to do so (3.4.IN.2)

Declines to assist students and teachers in the use of technology in the media center (3.4.I.2)

3.5 Demonstrating Flexibility and Responsiveness

Highly Effective

Effective

Improvement Necessary

Ineffective

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At Highly Effective, a Media Specialist fulfills the criteria for Effective as well as some of the following: (3.5.HE.1)

Media specialist is continually seeking ways to improve the media program and makes changes as needed in response to student, parent, or teacher input (3.5.HE.2)

Makes revisions to the media program when they are needed (3.5.E.2)

Makes modest changes in the media program when confronted with evidence of the need for change (3.5.IN.2)

Adheres to the media program, in spite of evidence of its inadequacy (3.5.I.2)

Domain 4: Professional Responsibilities (15.00%)

4.1 Attendance

Meets Standard

Individual meets or exceeds corporation attendance requirement/guidelines (4.1.MS)

Does Not Meet Standard

Individual fails to meet corporation attendance requirement/guidelines (4.1.DNMS)

4.2 On-Time Arrival

Meets Standard

Individual meets or exceeds established corporation Arrival and Departure time requirements/guidelines (4.2.MS)

Does Not Meet Standard

Individual fails to meet established corporation Arrival and Departure time requirements/guidelines (4.2.DNMS)

4.3 Policies, Procedures and Expectations

Meets Standard

Individual demonstrates compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, etc.) (4.3.MS)

Does Not Meet Standard

Individual fails to demonstrate compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, etc.) (4.3.DNMS)

4.4 Respect

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Meets Standard

Individual interacts with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.MS)

Does Not Meet Standard

Individual fails to interact with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.DNMS)

4.5 District/Building Goals

Meets Standard

Individual implements District/Building/Grade-level/Department goals and or initiatives (4.5.MS)

Does Not Meet Standard

Individual fails to or refuses to implement District/Building/Grade-level/Department goals or initiatives (4.5.DNMS)