**Artifact and Observation Scoring Form**

For each selected component, please mark the appropriate performance score based on evidence collected during your observation or analysis of an artifact. Below each component, record the evidence that supports the score. If the component was not a focus of the evaluation, choose “Not Selected.” **All components MUST have either a score or “Not Selected.”**

| **1=Unsatisfactory** | **2=Basic** | **3=Proficient** | **4=Distinguished** | **Not Selected** |
| --- | --- | --- | --- | --- |
| **Domain 1: Planning and Preparation** | | | | |
| **1a: Planning and Evaluating the School Library Program:** Helping to develop a long‑term strategic plan that reflects the mission, goals, and objectives of the school | | | | |
| School librarian does not develop, with input from the school community, mission statements and goals for the school library program that support the mission, goals, and objectives of the school. | School librarian develops, with input from the school community, mission statements and goals for the school library program that support the mission, goals, and objectives of the school. | School librarian conducts ongoing evaluation that creates the data needed for strategically planning comprehensive and collaborative long‑range goals for program improvement. | Using evidence of practice, school librarian plans for the future through data collection, program evaluation, and strategic planning. With ongoing administrative support, school librarian plans for the use of the library by students, teachers, and other members of the instructional staff. | The component was not selected. |
| **Evidence:** | | | | |
| **1b: Collection and Information Access:** Selecting a well developed collection of books, periodicals, and non‑print material in a variety of formats that support curricular topics and are suited to inquiry learning and users’ needs and interests | | | | |
| School Librarian does not develop a collection of reading resources that promotes reading for enjoyment and meets the diverse information needs and interests of all readers. | School Librarian develops a collection of reading resources that promotes reading for enjoyment and meets the diverse information needs and interests of all readers. | School librarian ensures the collection support classroom activities and other learning initiatives in the school. | School librarian collaborates with the teaching staff to develop an up‑to‑date collection of print and digital resources in multiple genres that appeals to differences in age, gender, ethnicity, reading abilities, and information needs. School librarian regularly seeks input from students to determine students’ reading interests and motivations. | The component was not selected. |
| **Evidence:** | | | | |
| Domain 2: The Environment | | | | |
| **2a: Fostering an environment of respect and rapport** | | | | |
| School librarian does not foster an atmosphere of respect and rapport with all members of the learning community to promote student and teacher enthusiasm and participation. | School librarian fosters an atmosphere of respect and rapport with all members of the learning community to promote student and teacher enthusiasm and participation. | School librarian collaborates with learners and colleagues to develop shared values and expectations for respectful interactions and appropriate student behavior in the library. | School librarian creates an environment of mutual respect and collaboration in which all staff members work toward the common goal of student learning. | The component was not selected. |
| **Evidence:** | | | | |
| **2b: Promoting flexible and equitable access to physical and virtual collections of resources that supports the school curriculum and meet the diverse needs of all learners** | | | | |
| School librarian does not promote students’ needs-based access to the library; library hours do not afford optimum access. | School librarian ensures that library hours provide access for learners and other members of the school community. | School librarian promotes flexible scheduling of the school library facility, where applicable, to allow for efficient and timely integration of resources into the curriculum. | With ongoing administrative support, school librarian creates an optimum environment that is conducive to active and participatory learning, resource‑based learning, and collaboration with teaching staff. | The component was not selected. |
| **Evidence:** | | | | |
| **2c: Establishing and maintaining library routines and procedures** | | | | |
| Library routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. | Library routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. | Library routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. | Library routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation, where applicable. Library procedures are established for reserving and scheduling use of library spaces and resources, where applicable. | The component was not selected. |
| **Evidence:** | | | | |
| **2d: Organizing physical space to enable smooth flow** | | | | |
| School librarian 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. | School librarian’s efforts to make use of the physical environment are inconsistent, resulting in occasional confusion. | School librarian makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. | School librarian 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. | The component was not selected.. |
| **Evidence:** | | | | |
| **Domain 3: Delivery of Services** | | | | |
| **3a: Maintaining and extending the library collection in accordance with the school’s needs and within budget limitations** | | | | |
| School librarian does not follow existing district collection development policy, including those for selection and purchasing.  School librarian does not organize school library collections according to current library cataloging and classification principles and standards.  School librarian does not track inventory in the school library, taking advantage of available automation systems.  School librarian does not conduct regular weeding to ensure that the library collection is up to date. | School librarian evaluates, manages, and organizes school library print, non-print and digital collections to support the school's mission of teaching and learning.(Standard 5 p. 11 of 11)  School librarian tracks inventory in the school library, taking advantage of available automation systems and related training.(AASL 2.6b)  School librarian conducts regular weeding to ensure that the library collection is up to date. (AASL 2.6c) | School librarian implements existing proficient collection development policies, including those for selection and purchasing.(AASL 2.5e)  With ongoing administrative support, school librarian maps the collection to ensure that it meets the needs of the school curriculum.(AASL 2.6i)  School librarian reviews challenged materials using existing district reconsideration policy for challenged materials.(AASL 2.6j)  School librarian promotes alternative reading options through reading lists, bibliographies, or webliographies in multiple languages. (AASL 1.2a, 2.6e) | In accordance with department policy, school librarian evaluates and selects print, non-print, and digital resources using available professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. (Standard 5.1 p. 10 of 11)  School librarian organizes school library collections according to current library cataloging and classification principles and standards. (Standard 5.1 p. 10 of 11)  School librarian provides access to print, non-print and digital collections that support and enhance instruction and reflect the needs and interests of their diverse students, school and community. (Standard 5 p. 11 of 11) | The component was not selected. |
| **Evidence:** | | | | |
| **3b: Collaborating with teachers in the design of instructional units and lessons** | | | | |
| School librarian declines to collaborate with classroom teachers in the design of inquiry-based lessons and units. | School librarian collaborates with classroom teachers in the design of inquiry-based lessons and units when specifically asked to do so. | School librarian initiates collaboration with classroom teachers in the design of inquiry-based lessons and units. | School librarian, with ongoing administrative support, actively promotes and implements collaboration with classroom teachers in the design of inquiry-based lessons and units. | The component was not selected. |
| **Evidence:** | | | | |
| **3c: Promoting reading as a foundational skill for learning, personal growth, and enjoyment** | | | | |
| School librarian does not promote reading as a foundational skill for learning, personal growth, and enjoyment. | School librarian promotes reading as a foundational skill for learning, personal growth, and enjoyment. | Librarian actively promotes reading as a foundational skill for learning, personal growth, and enjoyment. | School librarian collaborates with teachers and other specialists to integrate reading strategies into lessons and units of instruction; encourages reading, viewing, and listening for understanding and enjoyment. | The component was not selected. |
| **Evidence:** | | | | |
| **3d: Assisting students and teachers in the use of technology in the library** | | | | |
| School librarian declines to assist students and teachers in the use of technology in the library. | School librarian assists students and teachers in the use of technology in the library when specifically asked to do so. | School librarian initiates sessions to assist students and teachers in the use of technology in the library. | School librarian ~~is~~ routinely models and facilitates the effective use of current and emerging digital tools and resources to locate, analyze, evaluate, and use information resources to support the learning task. | The component was not selected. |
| **Evidence:** | | | | |
| **Domain 4: Professional Responsibilities** | | | | |
| **4a: Preparing and submitting reports and contributing to the requisition process** | | | | |
| School librarian ignores student and teacher requests when contributing to the requisition process. Inventories and reports are routinely late. | School librarian sometimes responds to teacher requests. Inventories and reports are sometimes submitted on time. | School librarian honors teacher requests that will enhance the curriculum when assisting with the requisition process. Inventories and reports are submitted on time. | School librarian anticipates teacher needs when assisting with the preparation of requisitions. School librarian suggests improvements to requisition processes. Inventories and reports are submitted on time. | The component was not selected. |
| **Evidence:** | | | | |
| **4b: Participating in a professional community** | | | | |
| School librarian’s relationships with colleagues are negative or self-serving, and the librarian avoids being involved in library and information science related school and district events and projects. | School librarian’s relationships with colleagues are cordial, and the librarian participates in library and information science related school and district events and projects when specifically asked. | School librarian actively participates in library and information science related school and district events and projects and maintains positive and productive relationships with colleagues. | School librarian makes a significant contribution to library and information science related-school and district events and projects and assumes a leadership role with colleagues. | The component was not selected. |
| **Evidence:** | | | | |
| **4c: Modeling leadership and best practice for the school community** | | | | |
| School librarian does not serve on the decision-making team of the school or share best practices and research; School librarian does not guide the ethical use of information. | School librarian responds to requests for information from committees and decision-making teams in the school community; School librarian provides information regarding research-based innovations; School librarian discusses issues related to ethical use of information. | School librarian accepts assignments to committees and decision-making teams in the school community; School librarian supports adoption of research-based innovation; School librarian consults some members of the school community in developing policies that guide ethical use of information. | School librarian volunteers for decision-making teams in the school community; School librarian models innovations in technology and best practice in professional learning communities; School Librarian takes a leadership role with colleagues to guide ethical use of information. | The component was not selected. |
| **Evidence:** | | | | |
| **4d: Engaging in professional development** | | | | |
| School librarian does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. | School librarian’s participation in professional development activities is limited to those that are convenient or are required. | School librarian seeks out opportunities for professional development based on an individual assessment of need. | School librarian actively pursues professional development opportunities and shares knowledge with colleagues. | The component was not selected. |
| **Evidence:** | | | | |
| **4e: Focusing on individual professional growth with a professional growth plan (PGP)** | | | | |
| School librarian does not complete a professional growth plan. | School librarian partially completes a professional growth plan. | School librarian successfully completes a professional growth plan. | School librarian excels in completing the professional growth plan. | The component was not selected. |
| **Evidence:** | | | | |