

OPGES FRAMEWORKS

Domain 1: Planning & Preparation – Library Media Specialists				
<p>1A - Demonstrating Knowledge of Content Curriculum and Process</p> <ul style="list-style-type: none"> • Knowledge of curriculum • Knowledge of information, media, and digital literacy • Knowledge of the research process 	<p><i>Ineffective</i></p>	<p><i>Developing</i></p>	<p><i>Accomplished</i></p>	<p><i>Exemplary</i></p>
	<p>School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.</p>	<p>School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.</p>	<p>School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.</p>	<p>School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.</p>
<p>1B - Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students’ skills and knowledge and language proficiency • Knowledge of students’ interests and cultural heritage • Knowledge of students’ special needs 	<p><i>Ineffective</i></p>	<p><i>Developing</i></p>	<p><i>Accomplished</i></p>	<p><i>Exemplary</i></p>
	<p>School Library Media Specialist makes little or no attempt to acquire knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist does not understand the need for this information in planning and developing the collection.</p>	<p>School Library Media Specialist demonstrates some knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.</p>	<p>School Library Media Specialist demonstrates adequate knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.</p>	<p>School Library Media Specialist demonstrates thorough knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.</p>

<p>1C - Supporting Instructional Goals</p> <ul style="list-style-type: none"> • Instructional resources and technology • Instructional services 	<p><i>Ineffective</i></p> <p>School Library Media Specialist does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources and instruction services to support these goals.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology and instructional services to support these goals.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology and instructional services to support these goals.</p>	<p><i>Exemplary</i></p> <p>School Library Media Specialist displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology and instructional services to support these goals.</p>
<p>1D - Demonstrating Knowledge and Use of Resources</p> <ul style="list-style-type: none"> • Instructional materials and resources • Search strategies 	<p><i>Ineffective</i></p> <p>School Library Media Specialist has little awareness of the resources within the school's library collection or resources available electronically and does not seek resources outside the library.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.</p>	<p><i>Exemplary</i></p> <p>School Library Media Specialist has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.</p>

<p>1E - Demonstrating a Knowledge of Literature and Lifelong Learning</p> <ul style="list-style-type: none"> • Children’s and young adult literature • Reading promotion 	<p><i>Ineffective</i></p> <p>School Library Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.</p>	<p><i>Exemplary</i></p> <p>School Library Media Specialist has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.</p>
<p>1F - Collaborating in the Design of Instructional Experiences</p> <ul style="list-style-type: none"> • Collaborative skills • Instructional materials and resources • Research process • Information, media, digital and technology literacy 	<p><i>Ineffective</i></p> <p>School Library Media Specialist does not collaborate with teachers in planning, implementing, and assessing learning activities.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.</p>	<p><i>Exemplary</i></p> <p>School Library Media Specialist collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.</p>
<p>Domain 2: The Library Environment – Library Media Specialist</p>				
<p>2A - Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> • Interpersonal relations • Student interaction • Staff interactions 	<p><i>Ineffective</i></p> <p>Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school Library Media Specialist.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school Library Media Specialist</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist demonstrates genuine caring and respect for students and staff and most students and staff exhibit a mutual respect for the school Library Media Specialist</p>	<p><i>Exemplary</i></p> <p>School Library Media Specialist demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the</p>

	Some student interactions are characterized by conflict, sarcasm, or put-downs.	is not always evident.		school Library Media Specialist.
2B - Establishing a Culture for Learning <ul style="list-style-type: none"> • Ethos • Expectations for learning 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	School Library Media Specialist maintains a controlled and stifling environment not conducive to learning.	School Library Media Specialist maintains an environment that is attractive with expectations that students use the library appropriately.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged.	School Library Media Specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library.
2C - Managing Library Procedures <ul style="list-style-type: none"> • Circulation procedures • Scheduling procedures 	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school Library Media Specialist.

<p>2D - Managing student behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of student behavior • Response to misbehavior 	<p><i>Ineffective</i></p> <p>School Library Media Specialist has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.</p>	<p><i>Exemplary</i></p> <p>School Library Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.</p>
<p>2E - Organizing physical space</p> <ul style="list-style-type: none"> • Safety • Traffic flow • Self-directed use • Consideration of functions • Flexibility 	<p><i>Ineffective</i></p> <p>The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.</p>	<p><i>Developing</i></p> <p>The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.</p>	<p><i>Accomplished</i></p> <p>The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self-directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.</p>	<p><i>Exemplary</i></p> <p>The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self-directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.</p>

Domain 3: Instruction / Delivery of Service – Library Media Specialist

3A - Communicating Clearly and Accurately	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Directions and procedures • Use of different methods 	<p>School Library Media Specialist does not communicate clearly and directions and procedures are often confusing or not provided at all.</p>	<p>School Library Media Specialist is usually clear in communicating directions and procedures but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.</p>	<p>School Library Media Specialist clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.</p>	<p>School Library Media Specialist clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.</p>
3B - Using Questioning and Research Techniques	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Quality of questions • Research techniques • Student inquiry 	<p>School Library Media Specialist does not use questions effectively and usually tells the student what to do or leaves them on their own.</p>	<p>School Library Media Specialist asks questions that guide students and help them think about their research topic.</p>	<p>School Library Media Specialist often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.</p>	<p>School Library Media Specialist nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.</p>
3C - Engaging Students in Learning	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	<p>School Library Media Specialist</p>	<p>School Library Media Specialist</p>	<p>School Library Media Specialist</p>	<p>School Library Media Specialist</p>

<ul style="list-style-type: none"> • Instructional materials and resources • Expectations for students 	<p>is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.</p>	<p>sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students.</p>	<p>usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.</p>	<p>recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school Library Media Specialist.</p>
<p>3D - Assessment in instruction (whole class, one-on-one and small group)</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Quality feedback • Student self- assessment and monitoring of progress 	<p><i>Ineffective</i></p> <p>In collaborative units designed for whole class instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist does not monitor student learning. The school Library Media Specialist does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self-</p>	<p><i>Developing</i></p> <p>In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors a class of students as a whole but elicits no diagnostic information. The school Library Media Specialist provides some feedback to students when working with them on a one to-</p>	<p><i>Accomplished</i></p> <p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated. The school Library Media Specialist monitors groups of student but makes limited use of diagnostics. The school Library Media Specialist is usually able to provide constructive feedback when working with</p>	<p><i>Exemplary</i></p> <p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. The school Library Media Specialist actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school Library Media Specialist</p>

	assessment or monitoring of progress.	one basis or with small groups. Students occasionally assess the quality of their own work.	individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.
3E - Demonstrating Flexibility and Responsiveness	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Teaching strategies • Lesson adjustments • Response to students • Persistence 	The school Library Media Specialist adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school Library Media Specialist makes minimal adjustments to the instructional plan.	The school Library Media Specialist attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	The school Library Media Specialist uses some diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students learning styles, needs, interests, abilities and questions.	The school Library Media Specialist uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school Library Media Specialist makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.

Domain 4: Professional Responsibilities – Library Media Specialist

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<p>4A - Reflecting on Practice</p> <ul style="list-style-type: none"> • Reflection • Vision • Change 	<p><i>Ineffective</i></p> <p>The school Library Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.</p>	<p><i>Developing</i></p> <p>The school Library Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.</p>	<p><i>Accomplished</i></p> <p>The school Library Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.</p>	<p><i>Exemplary</i></p> <p>The school Library Media Specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school Library Media Specialist regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.</p>
<p>4B - Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Catalog • Circulation • Statistics • Inventory • Using Data 	<p><i>Ineffective</i></p> <p>The school Library Media Specialist does not maintain accurate or current records.</p>	<p><i>Developing</i></p> <p>The school Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.</p>	<p><i>Accomplished</i></p> <p>The school Library Media Specialist maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.</p>	<p><i>Exemplary</i></p> <p>The school Library Media Specialist maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when</p>

				requested and at the end of the year.
4C - Communicating with School Staff and Community <ul style="list-style-type: none"> Information about the library program Advocacy 	<i>Ineffective</i> School Library Media Specialist does not communicate with the school community about the library program and services.	<i>Developing</i> The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	<i>Accomplished</i> The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	<i>Exemplary</i> The school Library Media Specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on <i>AASL's Standards for the 21st Century Learner</i> and additionally utilizes elements of <i>Empowering Learners: Guidelines for School Library Media Programs</i> to communicate the development of the library program, new resources and services. The school Library Media Specialist actively solicits feedback and input from the schools staff and community to improve instruction, program and services.

<p>4D - Participating in a Professional Community</p> <ul style="list-style-type: none"> • Service to the School • Participation in school and district projects • Involvement in a culture of professional inquiry • Relationship with colleagues 	<p><i>Ineffective</i></p> <p>School Library Media Specialists' relationships with colleagues are frequently negative or self-serving and the school Library Media Specialist avoids or refuses to be involved in school and district events and projects.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist participates in school and district events and projects when specifically requested. School Library Media Specialist usually maintains a positive collaborative relationship with colleagues.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.</p>	<p><i>Exemplary</i></p> <p>School Library Media Specialist makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.</p>
<p>4E - Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of professional knowledge • Receptivity to feedback from colleagues • Service to the profession 	<p><i>Ineffective</i></p> <p>School Library Media Specialist makes no attempt to go beyond what is required for maintaining certification. School Library Media Specialist resists feedback on performance from either supervisors or more experienced colleagues. School Library Media Specialist makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist participates in professional activities when convenient. School Library Media Specialist accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School Library Media Specialist contributes to the profession to a limited extent.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist seeks out opportunities for professional development to enhance professional practice. School Library Media Specialist welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School Library Media Specialist participates actively in assisting other educators.</p>	<p><i>Exemplary</i></p> <p>School Library Media Specialist seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School Library Media Specialist seeks out feedback from both supervisors and colleagues. School Library Media Specialist initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.</p>

<p>4F - Collection Development and Maintenance</p> <ul style="list-style-type: none"> • Assessment • Selection / Weeding 	<p><i>Ineffective</i></p> <p>School Library Media Specialist makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.</p>	<p><i>Developing</i></p> <p>School Library Media Specialist inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.</p>	<p><i>Exemplary</i></p> <p>Soliciting input from members of the staff, the students and the school community the school Library Media Specialist constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School Library Media Specialist advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.</p>
<p>4G - Managing the Library Budget</p> <ul style="list-style-type: none"> • Data driven decisions • Budget development • Record keeping 	<p><i>Ineffective</i></p> <p>School Library Media Specialist develops a budget proposal that inadequately reflects the needs of the library program. School Library Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget and often</p>	<p><i>Developing</i></p> <p>School Library Media Specialist develops budget proposals necessary to maintain the library program. School Library Media Specialist follows department and/or district policies for managing the budget and maintains records.</p>	<p><i>Accomplished</i></p> <p>School Library Media Specialist develops budget proposals necessary for a comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.</p>	<p><i>Exemplary</i></p> <p>Using data effectively, the school Library Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. School Library Media Specialist follows department and/or district guidelines for managing the budget and</p>

	under or overspends.			maintains accurate records.
4H - Managing Personnel	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Motivating leadership • Delegating responsibility • Training • Supervision • Evaluation 	School Library Media Specialist provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	School Library Media Specialist provides training and supervision and uses district tools to evaluate support staff.	School Library Media Specialist effectively delegates responsibility and provides training, and the necessary supervision and support. Using district evaluation tools, School Library Media Specialist objectively evaluates support staff.	School Library Media Specialist establishes expectations that motivate and guide support staff to perform with initiative and independence. School Library Media Specialist effectively delegates responsibility and provides training and the necessary supervision and support. School Library Media Specialist uses district evaluation tools and objectively evaluates support staff.
4I - Professional ethics	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<ul style="list-style-type: none"> • Library Bill of Rights • Copyright law • Ethical use of information • Intellectual freedom • Privacy • Confidentiality 	School Library Media Specialist does not adhere to the professional ethics of librarianship.	School Library Media Specialist is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American Library Association's Code of Ethics. (See addendums A, B and C).	School Library Media Specialist is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).	Through teaching and practice the school Library Media Specialist demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics. (See addendums A, B and C).