

**MEES School Librarian Candidate Assessment Rubric**  
**DESE Final Draft June 2019**

<b>Standard #1 Teaching for Learning: Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. Collaborates effectively with classroom teachers and other educators. Documents and communicates the impact of instruction on student achievement.</b>				
<p>0-Baseline Candidate: The school librarian candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Baseline Candidate: The school librarian candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Emerging Candidate: The school librarian candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.</p>	<p>3-Developing Candidate: The school librarian candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the internship.</i></p>	<p>4- Skilled Candidate: The school librarian candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the developing candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>Does not demonstrate knowledge of student academic, personal, social, and cultural characteristics (age; physical, emotional, and intellectual development; race; ethnicity; gender types; language; sexual orientation; religion; socio-economic status)</li> <li>Does not demonstrate knowledge of collaborating with the school community</li> <li>Does not demonstrate the importance of a lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal knowledge of student academic, personal, social, and cultural characteristics</li> <li>Demonstrates minimal knowledge of collaborating with the school community</li> <li>Demonstrates minimal development of a lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently relates to students' academic, personal, social, and cultural characteristics</li> <li>Inconsistently collaborates with the school community</li> <li>Inconsistently has lesson plans tied to district, state, and/or national standards, identifies student learning outcomes, assesses student learning, and collects student learning data.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently relates to students' academic, personal, social, and cultural characteristics</li> <li>Consistently collaborates with the school community</li> <li>Consistently has lesson plans tied to district, state, and/or national standards, identifies student learning outcomes, assesses student learning, and collects student learning data.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively relates to students' academic, personal, social, and cultural characteristics</li> <li>Collaboration with the school community is based on supporting student learning and improving student achievement</li> <li>Effectively develops engaging lesson plans tied to district, state, and/or national standards, identifies student learning outcomes, assesses student learning, and collects student learning data</li> </ul>

**Representative Indicators:** 1.1 Knowledge of learners and learning, 1.2: Instructional partner, and 1.3: Effective and knowledgeable teacher

**Standard #2 Reading and Literacy: Promotes and encourages reading for enjoyment, personal growth, and learning. Provides fiction and non-fiction literatures appropriate to the students and grade levels served. Selects reading materials in multiple formats to facilitate maximum access for all members of the school community. Models a variety of research-based literacy strategies. Advocates for students' intellectual freedom.**

<p>0-Baseline Candidate: The school librarian candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Baseline Candidate: The school librarian candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Emerging Candidate: The school librarian candidate is able to articulate the necessary knowledge and demonstrates in performance with some success .</p>	<p>3-Developing Candidate: The school librarian candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the internship.</i></p>	<p>4- Skilled Candidate: The school librarian candidate adapts and develops the lesson according to the teaching environment/ student response (<b>all</b> descriptors in the developing candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>● Does not demonstrate knowledge of reading promotion</li> <li>● Does not demonstrate knowledge of readers' advisory</li> <li>● Does not demonstrate knowledge of the importance of diverse and inclusive reading materials</li> <li>● Does not demonstrate knowledge of intellectual freedom</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates minimal knowledge of reading promotion</li> <li>● Demonstrates minimal knowledge of readers' advisory</li> <li>● Demonstrates minimal knowledge of the importance of diverse and inclusive reading materials</li> <li>● Demonstrates minimal knowledge of intellectual freedom</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently plans and implements reading promotion in the school library</li> <li>● Inconsistently engages in readers' advisory when prompted by student</li> <li>● Inconsistently selects diverse and inclusive reading materials for all members of the school community</li> <li>● Inconsistently advocates for intellectual freedom</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently plans and implements reading promotion in the school library</li> <li>● Consistently engages in readers' advisory when prompted by student</li> <li>● Consistently selects diverse and inclusive reading materials for all members of the school community</li> <li>● Consistently advocates for intellectual freedom</li> </ul>	<ul style="list-style-type: none"> <li>● Plans and implements reading promotion school-wide</li> <li>● Actively seeks readers' advisory opportunities</li> <li>● Actively shares diverse and inclusive reading materials for all members of the school community</li> <li>● Actively advocates and promotes intellectual freedom</li> </ul>

**Representative Indicators:** 2.1: Reading promotion, 2.3: Diversity and inclusiveness, and 2.5: Intellectual Freedom

<b>Standard #3 Information and Knowledge: Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services for a variety of needs.</b>				
<p>0-Baseline Candidate: The school librarian candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Baseline Candidate: The school librarian candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Emerging Candidate: The school librarian candidate is able to articulate the necessary knowledge and demonstrates in performance with some success</p>	<p>3-Developing Candidate: The school librarian candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the internship.</i></p>	<p>4- Skilled Candidate: The school librarian candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the developing candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>Does not demonstrate knowledge of information literacy</li> <li>Does not demonstrate knowledge of encouraging students to share ideas, ask questions, and provide answers that reflect critical thinking</li> <li>Does not demonstrate knowledge of students using a variety of formats to express their learning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal knowledge of information literacy</li> <li>Demonstrates minimal knowledge of encouraging students to share ideas, ask questions, and provide answers that reflect critical thinking</li> <li>Demonstrates minimal knowledge of students using a variety of formats to express their learning</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently provides information literacy instruction</li> <li>Inconsistently encourages students to share ideas, ask questions, and provide answers reflecting critical thinking</li> <li>Inconsistently provides students with a variety of formats to express their learning</li> </ul>	<ul style="list-style-type: none"> <li>Consistently provides information literacy instruction</li> <li>Consistently encourages students to share ideas, ask questions, and provide answers reflecting critical thinking</li> <li>Consistently provides students with a variety of formats to express their learning</li> </ul>	<ul style="list-style-type: none"> <li>Students integrate information literacy skills within their own learning</li> <li>Students actively participate in sharing their ideas, asking questions, and providing answers that reflect critical thinking</li> <li>Students actively use a variety of formats to express their learning</li> </ul>

**Representative Indicator: 3.2: Information literacy skills and 3.3: Equitable access to resources and services**

<b>Standard #4 Leadership and Advocacy: Provides leadership by articulating ways in which school libraries contribute to student achievement. Advocates for dynamic school library programs and positive learning environments by collaborating and connecting with the school community.</b>				
<p>0-Baseline Candidate: The school librarian candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Baseline Candidate: The school librarian candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Emerging Candidate: The school librarian candidate is able to articulate the necessary knowledge and demonstrates in performance with some success .</p>	<p>3-Developing Candidate: The school librarian candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.</p> <p><i>Expected level of performance by the end of the internship.</i></p>	<p>4- Skilled Candidate: The school librarian candidate adapts and develops the lesson according to the teaching environment/ student response (<b>all</b> descriptors in the developing candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>Does not demonstrate knowledge of advocating for the school library program</li> <li>Does not demonstrate knowledge of communication with the school community</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal knowledge of advocating for the school library program</li> <li>Demonstrates minimal knowledge of communication with the school community</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently advocates for the school library program with the school community</li> <li>Inconsistently communicates with the school community</li> </ul>	<ul style="list-style-type: none"> <li>Consistently advocates for the school library program with the school community</li> <li>Consistently communicates with the school community</li> </ul>	<ul style="list-style-type: none"> <li>Advocates for the school library program with the school community and beyond</li> <li>Communicates with the school community and stakeholders</li> </ul>

**Representative Indicator: 4.2: Advocating with the school community**

<b>Standard #5 Program Management and Administration: Administers the school library media program using research-based data to analyze and improve services in alignment with the school’s mission to support student achievement. Selects, acquires, catalogs, retrieves, integrates, circulates, preserves, and deselected information resources. Manages fiscal, physical, and personnel resources. Practices professional ethics with regard to intellectual property and information privacy. Develops policies and procedures in support of the library program.</b>				
<b>0-Baseline Candidate:</b> The school librarian candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	<b>1-Baseline Candidate:</b> The school librarian candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	<b>2-Emerging Candidate:</b> The school librarian candidate is able to articulate the necessary knowledge and demonstrates in performance with some success.	<b>3-Developing Candidate:</b> The school librarian candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the internship.</i>	<b>4- Skilled Candidate:</b> The school librarian candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the developing candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> <li>• Does not demonstrate knowledge of collection development strategies</li> <li>• Does not demonstrate knowledge of classification strategies</li> <li>• Does not demonstrate knowledge of ethics of librarianship</li> <li>• Is not aware of budgeting and school library policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal knowledge of collection development strategies</li> <li>• Demonstrates minimal knowledge of classification strategies</li> <li>• Demonstrates minimal knowledge of ethics of librarianship</li> <li>• Demonstrates minimal knowledge of budgeting and school library policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently demonstrates the ability to implement collection development strategies</li> <li>• Inconsistently demonstrates the ability to implement classification strategies</li> <li>• Inconsistently demonstrates evidence of ethical librarianship</li> <li>• Inconsistently demonstrates knowledge of budgeting and school library policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates the ability to implement collection development strategies</li> <li>• Consistently demonstrates the ability to implement classification strategies.</li> <li>• Consistently demonstrates evidence of ethical librarianship</li> <li>• Consistently demonstrates knowledge of budgeting and school library policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Applies collection development strategies efficiently and effectively</li> <li>• Applies classification strategies efficiently and effectively</li> <li>• Models ethical librarianship knowledge with others.</li> <li>• Shares with other stakeholders knowledge of budgeting and school library policies and procedures</li> </ul>

**Representative Indicators:** 5.2: Collection management, 5.3: Fiscal, Physical, and Personnel Resources Management, 5.4: Professional ethics, and 5.5: Policies and Procedures

**Standard #6 Technology Integration: Provides equitable access to technology for the school community. Continually upgrades technological skills to enhance student and teacher learning. Integrates technology tools to communicate and facilitate learning. Promotes digital citizenship instruction to support appropriate academic use of information.**

<p>0-Baseline Candidate: The school librarian candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.</p>	<p>1-Baseline Candidate: The school librarian candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.</p>	<p>2-Emerging Candidate: The school librarian candidate is able to articulate the necessary knowledge and demonstrates in performance with some success .</p>	<p>3-Developing Candidate: The school librarian candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the internship.</i></p>	<p>4- Skilled Candidate: The school librarian candidate adapts and develops the lesson according to the teaching environment/ student response (<b>all</b> descriptors in the developing candidate (3) column must be met as well as at least one descriptor below):</p>
<ul style="list-style-type: none"> <li>● Does not demonstrate knowledge of technology to enhance student and teacher learning</li> <li>● Is not aware of digital citizenship components (safety, legal, ethical) and the importance of teaching it</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates minimal knowledge of technology to enhance student and teacher learning</li> <li>● Is aware of how to teach components of digital citizenship</li> </ul>	<ul style="list-style-type: none"> <li>● Inconsistently shares knowledge of technology to enhance student and teacher learning</li> <li>● Inconsistently teaches components of digital citizenship</li> </ul>	<ul style="list-style-type: none"> <li>● Consistently shares knowledge of technology to enhance student and teacher learning</li> <li>● Consistently teaches components of digital citizenship</li> </ul>	<ul style="list-style-type: none"> <li>● Integrates technology to enhance student and teacher learning</li> <li>● Advocates and/or collaborates for the instruction of digital citizenship</li> </ul>

**Representative Indicators:** 6.2: Knowledge of technology and 6.4: Digital Citizenship

<b>Standard #7 Professional Development: Seeks opportunities to grow professionally by taking advantage of information, events and services provided by local, state, and national organizations. Seeks opportunities for service through professional associations.</b>				
<b>0-Baseline Candidate:</b> The school librarian candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance.	<b>1-Baseline Candidate:</b> The school librarian candidate is able to articulate the necessary knowledge, but does not demonstrate in performance.	<b>2-Emerging Candidate:</b> The school librarian candidate is able to articulate the necessary knowledge and demonstrates in performance with some success .	<b>3-Developing Candidate:</b> The school librarian candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.  <i>Expected level of performance by the end of the internship.</i>	<b>4- Skilled Candidate:</b> The school librarian candidate adapts and develops the lesson according to the teaching environment/ student response ( <b>all</b> descriptors in the developing candidate (3) column must be met as well as at least one descriptor below):
<ul style="list-style-type: none"> <li>● Resists or ignores opportunities to grow professionally</li> <li>● Does not recognize or acknowledge own instructional weakness even when prompted</li> </ul>	<ul style="list-style-type: none"> <li>● Attends school and/or district professional development</li> <li>● Acknowledges instructional weaknesses when prompted</li> </ul>	<ul style="list-style-type: none"> <li>● Limited participation in school and/or district professional development</li> <li>● Inconsistently monitors and adjusts identified areas of improvement in instructional practice</li> </ul>	<ul style="list-style-type: none"> <li>● Fully participates only in school and/or district professional development to grow professionally</li> <li>● Consistently monitors and adjusts identified areas of improvement in instructional practice</li> </ul>	<ul style="list-style-type: none"> <li>● Actively participates to improve practice by identifying areas of weakness and seeks out opportunities to strengthen practice (regional, state, and/or national professional organizations, professional reading, webinars, etc.)</li> <li>● Self-corrects instructional practice</li> </ul>

**Representative Indicator:** 7.1: Professional learning