Library Media Services Performance Rubric
  Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of Pedagogy, Literature and current trends in library media practice and information technology	Library Media Specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library Media Specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library Media Specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Library Media Specialist demonstrates extensive knowledge of content-related pedagogy, literature and current trends in library media practice and information technology.
1b: Demonstrating knowledge of students and the school community, and how the library program can address their needs.	Library Media Specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards. Library Media Specialist is unaware of student interests, cultural backgrounds, and special needs.	Library Media Specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards. Library Media Specialist recognizes that students have different interests, abilities, special needs and cultural backgrounds, but rarely draws upon that knowledge.	Library Media Specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards. Library Media Specialist understands that students have different interests, abilities, special needs and cultural backgrounds and draws upon that knowledge	Library Media Specialist takes a leadership role within the school and district to articulate the needs of students for information skills within the school's academic program. Library media specialist actively seeks to identify students and groups who have different interests, abilities, special needs and cultural backgrounds and responds with library materials and services.
1c: Supporting Instructional Goals	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.	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 and instruction services to support these goals.	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.	School librarian 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.
1d: Demonstrating knowledge and use of resources	Library Media Specialist has little awareness of the resources within the school's library collection and does not seek resources outside the library.	Library Media Specialist is aware of the resrouces 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 local community.	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 from agencies, organizations, and institutions withing the community at large.	Library Media Specialst 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 from agencies, organizations, and institutions within the community at large and beyond.

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1e: Designing a Coherent Library Program	Library Media Specialist designs and develops a library program that is incoherent in the use of the Common Core Standards based instruction, curation of print and digital resources, support for student research, support for student self-selected recreational reading, and the efficient performance of administrative tasks. The library media center environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources.	Library Media Specialist designs and develops a library program that is minimally coherent in the use of the Common Core Standards based instruction, curation of print and digital resources, support for student research, support for student self-selected recreational reading, and the efficient performance of administrative tasks. The library media center is safe, and essential learning is accessible to most students. Library Media Specialist makes modest use of physical resources. Library Media Specialist attempts to adjust the library furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	Library Media Specialist designs and develops a library program that is coherent in the use of the Common Core Standards based instruction, curation of print and digital resources, support for student researchg, support for student self- selected recreational reading, and the efficient performance of administrative tasks. The library media center is safe, and students have equal access to physical resources; Library Media Specialist ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources effectively.	Library Media Specialist designs and develops a library program that is exceptionally coherent in the use of the Common Core Standards based instruction, curation of print and digital resources, support for student research, support for student self-selected recreational reading, and the efficient performance of administrative tasks. The library program is differentiated by staff and student learning needs. The library media center environment is safe, and learning is accessible to all students, including those with special needs. Library Media Specialist makes effective use of physical resources. Library Media Specialist ensures that the physical arrangement is appropriate to the learning activities.
1f: Developing a plan to evaluate the library program	Library Media Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library Media Specialist has a rudimentary plan to evaluate the library media program.	Library Media Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library Media Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an - environment of respect and rapport	Interactions, both between the Library Media Specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the Library Media Specialist and students and among 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.	Interactions, both between the Library Media Specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the Library Media Specialist, individual students, and all staff members are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.

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2b: Establishing a culture for investigation and an appreciation of learning and literature	Library Media Specialist conveys a culture characterized by a lack of commitment to learning, and little or no investment of student energy in seeking information and reading literature. Medium to low expectations for student achievement are the norm.	Library Media Specialist conveys a culture characterized by little commitment to learning, and minimal investment of student energy in seeking information and reading literature. Medium expectations for student achievement are the norm.	Library Media Specialist conveys a culture where learning is valued with high expectations for both learning and hard work as the norm for most students. Students understand their role as learners and readers as they consistently expend effort to learn.	Library Media Specialist, in interactions with both students and colleagues, conveys a culture characterized by an essential nature of seeking information and reading literature. Students appear to have internalized these values. Library Media Specialist conveys a culture where students are cognitively busy, characterized by a shared belief in the importance of learning and reading. Library Media Specialist conveys high expectations for both learning and reading as the norm for all students. Students accept their role as learners and readers.
2c: Establishing and managing library policies and procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center 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. Library assistants work independently and contribute to the success of the media center.
2d: Managing student behavior	There is 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.	It appears that the Library Media Specialist has 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.	Standards of conduct appear to be clear to students, and the Library Media Specialist monitors student behavior against those standards. Library Media Specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library 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.
2e: Organizing physical space	Library Media Specialist 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.	Library Media Specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library Media Specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library 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.

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Library Media Services Performance Rubric

Domain 3: Delivery of Services

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library Media Specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically inventory nor purge the collection of outdated material. Collection is unbalanced among different areas.	Library Media Specialist inconsistently adheres to school or professional guidelines in selecting materials for the collection but does not consistently inventory nor purge the collection of outdated material. Collection is somewhat unbalanced among different areas.	Library Media Specialist adheres to district or professional guidelines in selecting materials for the collection and routinely inventories and purges the collection of outdated material. Collection is mostly balanced among different areas.	Library Media Specialist adheres to district and professional guidelines in selecting materials for the collection and consistently inventories and weeds the collection of outdated material. Uses circulation data and reports to determine needs. Collection is highly balanced and interconnected between different content/conceptual areas as a result of analysis of data and collaboration with staff.
3b: Collaborating with teachers in the design of instructional units and lessons	Library Media Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library Media Specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library Media Specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3c: Engaging students in the appreciation of literature and in learning of information skills	The learning tasks/ activities, materials and, resources are poorly aligned with instructional outcomes, and do not provide any opportunities for the appreciation of literature. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks/ activities, materials and resources are minimally aligned with instructional outcomes. The lesson has recognizable structure; however the pacing of the lesson may not provide students the time needed to be intellectually engaged or so slow that many students have considerable down time. Students have limited opportunities for the appreciation of literature	The learning tasks/ activities, materials and resources are fully aligned with instructional outcomes. The lesson has a clearly defined structure; the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. Students have ample opportunities for the appreciation of literature.	The learning tasks/ activities, materials and resources are well designed and require complex thinking on the part of the students. The lesson has a clearly defined structure and the pacing of the lesson provides students the time needed not only to be intellectually engaged with and reflect upon their learning, but also to consolidate their understanding. Students are provided many tasks/activities that they can self- extend knowledge and understanding and collaborate with other peers.

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3d: Assisting students and teachers in the use of technology in the library media center	Library Media Specialist declines to assist students and teachers in the use of technology in the library media center.	Library Media Specialist assists students and teachers in the use of technology in the library media center when specifically asked to do so.	Library Media Specialist initiates sessions to assist students and teachers in the use of technology in the library media center.	Library Media Specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library media center.
3e: Demonstrating flexibility and responsiveness	Library Media Specialist adheres to the plan, in spite of evidence of its inadequacy.	Library Media Specialist makes modest changes in the library media program when confronted with evidence of the need for change.	Library Media Specialist makes revisions to the library media program when they are needed.	Library Media Specialist is continually seeking ways to improve the library media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	Library Media Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library Media Specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library Media Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library Media Specialist makes some specific suggestions as to how the media program might be improved.	Library Media Specialist's reflection is highly accurate and perceptive, citing specific examples. Library Media Specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b: Maintaining Accurate Records	Library Media Specialist does not maintain accurate or current records. Does not follow established procedures for preparing requisitions and budgets.	Library Media Specialist maintains records including a current catalog of resources, circulation records, an inventory of materials, and statistics of library use and budget expenditures. Sometimes anticipates teacher needs when preparing requisitions and budgets.	Library Media Specialist maintains accurate records including: current catalog of resources, circulation records, inventory of materials, and statistics of library use. Anticipates teacher needs when preparing requisitions and budgets. Follows established procedures.	Library Media Specialist maintains accurate records including: current catalog of resources, circulation records, inventory of materials, statistics of library use, and budget expenditures. Anticipates future needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures.
4c: Communicating with the larger community	Library Media Specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library Media Specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library Media Specialist engages in outreach efforts to parents and the larger community.	Library Media Specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
4d: Participating in a professional community	Library Media Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library Media Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library Media Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library Media Specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

4e: Growing and developing professionally	Library Media Specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library Media Specialist's participation in professional development activities is limited to those that are convenient or are required.	Library Media Specialist seeks out opportunities for professional development based on an individual assessment of need.	Library Media Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Demonstrating professionalism	Library Media Specialist displays dishonesty in interactions with colleagues, students, and the public. Library Media Specialist is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Library Media Specialist makes decisions and recommendations that are based on self-serving interests. Library Media Specialist does not comply with state, school and district regulations.	Library Media Specialist is honest in interactions with colleagues, students, and the public. Library Media Specialist's attempt to serve students is inconsistent, and does not knowingly contribute to some students being ill served by the school. Library Media Specialist's decisions and recommendations are based on limited though genuinely professional considerations. Library Media Specialist must be reminded by supervisors about complying with state, school and district regulations.	Library Media Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Library Media Specialist is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Library Media Specialist maintains an open mind in team or departmental decision making. Library Media Specialist complies fully with state, school and district regulations.	Library Media Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Library Media Specialist is highly proactive in serving students, seeking out resources when needed. Library Media Specialist makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Library Media Specialist takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Library Media Specialist complies fully with state, school and district regulations, taking a leadership role with colleagues.
4g: Support for the Total School Program	Teacher avoids becoming involved in school events or school and district projects.	Teacher participates in school events and school and district projects only when specifically asked.	Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

Library Media Services Performance Rubric

Domain 1: Elements

1a: * Knowledge of curriculum in all subject areas, specifically as it relates to providing information and resources to support student learning. *Knowledge of information, media and digital literacy *Knowledge of the research process

1b. *Knowledge of child and adolescent development and the learning process *Knowledge of students' skills and knowledge and language proficiency *Knowledge of student and community interests and cultural heritage *Knowledge of students' special needs

1c: *Instructional planning *Knowledge of instructional resources and technology in all curricular areas *Suitability for diverse range of students

1d: *Knowledge of instructional materials and resources. *Knowledge of search strategies. Knowledge of resources in the community and beyond *Ability to evaluate and select appropriate resources

1e: *Organization of resources and physical space *Administrative tasks *School wide events and programs

1f: *Use for planning *Qualitative and quantitative data for evaluation

Domain 1: Indicators

1a)

- The materials in the library collection are in alignment with current trends and best practices.
- The school's curriculum and information needs are represented in the library collection and support student research in all areas.
- Library Media Specialist is aware of changes in library practice and is actively pursuing, implementing, or further investigating these changes to see the benefit for the library.
- Materials are provided in a variety of formats (e.g. print and electronic) and learning levels.
- The materials in the library collection reflect the Library Media Specialist's extensive knowledge of age-appropriate literature.
- Library Media Specialist participates in ongoing professional development

1b)

- Materials in the library collection represent special needs, developmental levels, cultural heritage, and interests of students, staff and community members.
- Library materials are available for students at a wide variety of instructional, reading, and interest levels
- Library programs, instruction, and services are age and developmentally appropriate and reflect student needs and interests
- Articulation with foundation schools results in awareness of prior knowledge of library and research skills and impacts planning

1c)

- Meetings with individual staff members and departments to plan instruction to support goals
- Timely and thoughtful responses to questions and requests for information and resources from staff and students
- Knowledge of current trends, best practices and new resources in all curricular areas

Library Media Services Performance Rubric

- Regular communication with staff regarding new resources to support curricular goals

1d)

- Subscriptions to online resources available to support student and staff research available 24/7
- Tutorials and handouts available to teach students how to use electronic resources
- Booklists and other finding aids to help students locate literature of interest
- Displays of current books and books on particular subject areas
- Online research guides created for classes and topics of interest
- A well-maintained library website insures uninterrupted access to all resources

1e)

- Library collection is updated and extended to meet, as necessary, the changing needs of the curriculum and revised standards
- Support for student research and self-selected recreational reading
- The physical arrangement and layout is appropriate for learning activities
- Efficient, customer-centered processes for student check outs, holds and returns of materials
- Efficient, accurate scheduling of classes in the library
- Lessons and activities aligned to Common Core State Standards and Illinois School Library I-SAIL standards
- Regular school wide events for students to promote reading and literacy
- Literacy-based evening events throughout the year for students and families

1f)

- Appropriate data is collected and compiled on a regular basis (e.g. student sign-ins, book checkouts, program attendance, database searches)
- Published reports of data are created
- Common Core State Standards are aligned with Illinois I-SAIL standards to guide instruction
- Application of data to improve library program

Library Media Services Performance Rubric
Domain 2 Elements:

2a: *Librarian interactions with students *Student interactions with one another *Librarian interactions with staff

2b: *Expectations for learning and achievement *Maintaining a scholarly atmosphere

2c: *Establishing policies and procedures *Developing student volunteers *Scheduling procedures

2d: *Expectations *Monitoring of student behavior *Response to student misbehavior

2e: *Safety and Accessibility *Self-directed use *Traffic flow *Flexibility

Domain 2: Indicators

2a)

- Interactions among library staff, students, and other staff members are respectful and positive
- Expectation for scholarly, collaborative atmosphere in the library
- Caring and sensitivity to students' cultures and levels of development
- Students demonstrate civility and respect among themselves while using the library
- Expectation for proper care of technology equipment and library materials
- Fairness and respect when implementing library behavioral policies and procedures
- Attention to students' background and lives outside of school
- Positive attitudes and encouragement
- Active listening

2b)

- School wide events that promote reading and literacy
- Summer and winter break reading programs
- Displays and literature promoting award-winning titles
- Participation in state book award programs (Abraham Lincoln Award and Read for a Lifetime)
- Monthly lunchtime book discussions
- Students engaged in enjoying literature and choosing items appropriate to their reading and interest levels and information needs

2c)

- Students and staff can independently navigate the library and use its resources
- Students take the initiative to follow library procedures to ensure their time in the library is used productively
- Library signage is clear and helpful
- Student volunteers contribute to the success of the library program with training, clear duties and expectations
- A library policy manual is easily accessible and periodically updated.
- Library orientation and materials for new staff members
- Freshman student library orientations
- Clearly organized scheduling for library space and instruction, both in person and online

Library Media Services Performance Rubric
2d)

- Clear standards of conduct
- Absence of acrimony between library staff and students concerning behavior
- Library staff continually monitors student conduct
- Monitoring of student behavior is appropriate and preventative
- Response to student misbehavior is sensitive to individual student needs
- Reinforcement of positive behavior
- Students display respectful interactions among themselves

2e)

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective self-directed use of physical resources, including computer technology, by both students and staff
- Book displays are attractive and inviting
- Furniture, technology and materials are clean, in good repair and working order

Library Media Services Performance Rubric
Domain 3 Elements:

3a: *Collection development *Using data

3b: *Integrating Information Literacy *Instructional Materials and Resources

3c: *Instructional materials and resources *Expectations for students

3d: *Integrating technology *Instructional Materials and Resources

3e: *Adjustment to the library program *Response to students and staff *Persistence

Domain 3: Indicators

3a)

- Use of established collection development tools, such as professional journals, webinars, listservs, and technology-based resources
- Use of established collection development analysis tools and documents to ensure balanced collection
- Maintains and develops contacts with library vendors
- Negotiates most favorable terms for subscription contracts and all other purchases
- Written collection development policy
- Written policies to guide staff in all areas of library administration
- Library materials are in acceptable physical condition and general good repair
- Print materials are neatly and accurately shelved
- Electronic resources are easily accessible; links are accurate
- Consistent inventory of collection, including withdrawal of outdated materials. Age-sensitive materials (e.g. medical subjects, sciences) are in appropriate date ranges

3b)

- Student enthusiasm, interest, thinking, problem solving, etc.
- Meetings with individual teachers or teacher teams to collaborate on lessons
- Use of appropriate technology tools by students
- Online research guides and handouts created for specific courses

3c)

- Instruction in information literacy skills as needed
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection
- Students are empowered to take initiative when using print and digital materials for a variety of purposes
- Students self-select reading materials, collaborate with peers in sharing and appreciating literature
- Students are engaged in the lesson
- Students, when applicable, draw on prior knowledge when starting new research projects
- Instructional materials aligned to learning outcomes

3d)

Library Media Services Performance Rubric
- Library staff responds in a timely manner to student and staff requests for technology assistance
- Library staff offering one-on-one assistance to students working in the library
- Instructional handouts available
- Library staff engaged in one-on-one assistance with teachers

3e)

- Incorporation of student and staff feedback when evaluating or changing the library program
- A system for soliciting suggestions for purchase of library materials from staff and students
- Incorporation of student and staff interests when planning library programs or purchasing materials
- Adjusting the library program in response to student and staff feedback

DOMAIN 4: ELEMENTS

4a: *Reflection *Use in Future Planning

4b: *Library Catalog *Circulation of materials *Statistics *Inventory *Budgets and purchase requisitions

4c: *Information about the library program *Advocacy

4d: *Relationships with colleagues *Involvement in a culture of professional inquiry

4e: * Enhancement of content knowledge and pedagogical skill * Receptivity to feedback from colleagues *Service to the profession

4f: *Integrity and ethical conduct *Service and advocacy to students *Decision making *Compliance with school and district program

4g:

Domain 4: Indicators

4a)

- Reflective conversations with peers and administrators
- Reflective consideration of suggestions to improve library program

4b)

- Periodic reports compiled for library use statistics: student and facility use, materials checkout, electronic resource access
- New materials cataloged and classified according to generally accepted professional standards
- Accurate records for all purchases, following established school procedures
- End of year report
- Inventory report
- Material circulation reports

4c)

- Parent workshops (example, HFU session)
- Evening literacy-based events for families and community members
- Regular communication with area high school librarians
- Participation in Illinois Regional Library System (RAILS)
- Outreach to local public libraries
- Outreach to area university libraries
- Articulation with area feeder school libraries
- Appropriate and timely responses to concerns, suggestions and requests from students, family members and community members

4d)

- Regular participation with colleagues to share and plan for student success
- Regular participation in professional courses or communities that emphasize improving practice
- Regular participation in school initiatives
- Regular participation in and support of community initiatives

4e)

- Frequent attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

4f)

- The librarian having a reputation as being trustworthy and often sought as a sounding board
- The librarian frequently reminding participants during committee or planning work that students are the highest priority
- The librarian supporting students, even in the face of difficult situations or conflicting policies
- The librarian challenging existing practice in order to put students first
- The librarian consistently fulfilling district mandates regarding policies and procedures

4g)

- **Same as the rest of the staff**