

Library Media Assistant

Domain 1: Planning and Preparation

Element:

Task Completion

Unsatisfactory

Inefficient and undependable in task completion.

Satisfactory

Usually completes work according to timelines/directives.

Proficient

Completes work efficiently and accurately according to timeline/directives provided.

Distinguished

Exceptionally dependable and conscientious in all tasks assigned; finds value-added tasks to do without being assigned.

Task Transitions

Much time is lost transitioning from one task to another.

Task transitions are sometimes inefficient resulting in loss of productive time.

Transitions occur smoothly with little loss of productive time.

Excellent in transitioning from task to task without loss of focus. Able to plan in advance for transition.

Use of Resources

Frequent misuse or wasteful use of available resources.

Some knowledge of and proper use of appropriate resources.

Effectively utilizes available resources for task completion.

Creative and resourceful in using appropriate materials and resources.

Task Priority

Is unable to prioritize tasks, or set daily agenda. Needs reminders to prioritize tasks.

Regularly prioritizes tasks and sets daily agenda.

Prioritizes tasks for short and long term goals. Determines needs daily and sets priorities for the future.

Efficiently prioritizes tasks for daily, weekly, and monthly responsibilities. Reviews priorities daily.

Domain 2: Environment

Component 1: Creating an Environment of Respect and Rapport

Element:

Interaction With Students

Unsatisfactory

Interactions with some students are negative, sarcastic, or inappropriate. May attempt to intimidate students.

Satisfactory

Student interactions are generally appropriate but may reflect occasional inconsistencies or favoritism.

Proficient

Student interactions are friendly and demonstrate warmth and respect. Students show respect for the library media assistant.

Distinguished

Consistently models respect and caring for all students; consistently shares passion for books and learning with students.

Interaction With Staff

Does not demonstrate respect toward others, gossips and belittles others. Makes little attempt to establish harmonious relationships.

Interactions with other staff members are usually respectful but may have difficulty working with some individuals.

Interactions with staff are friendly; attempts to work through differences and is sensitive to the feelings of others.

Genuinely respects and understands others and deservedly earns the respect of fellow staff members. Recognizes that "staff" includes all others in district.

Interaction With Parent Volunteers/Student Helpers	Interactions with parents and helpers are negative, tactless, and/or inconsistent with goals of the library/media program.	Interactions are generally respectful and appropriate but are limited to providing basic information.	Interactions demonstrate warmth and respect. Makes constructive use of assistance given by volunteers and helpers.	Interactions with volunteers and helpers convey strong commitment to goals of library/media program. Focuses energy of others to help achieve those goals.
Interaction With Library Media Teacher	Has difficulty providing consistent support to teacher. Is unclear or unsure of role.	Completes tasks as assigned by the library media teacher. Asks questions when needed.	Effectively supports library media teacher in their preparations and interactions with students. Can anticipate needs.	Can multi-task to provide quality materials; effectively uses time to meet teacher's needs. Is respected for constructive problem solving ideas.
Interaction With Administrator	Does not demonstrate respect or support. Interactions are often negative. Views constructive feedback as negative.	Library media assistant is generally respectful and supportive. Accepts feedback and requests advice when in doubt.	Consistently demonstrates cooperative work and collegial respect. Seeks feedback from administrator to learn and improve skills.	Consistently demonstrates thorough cooperation, support, and respect. Can constructively disagree. Views supervision as an excellent opportunity for growth.

Component 2: Organizing

Physical Space

Element:

Materials and Supplies	Materials are often handled inefficiently resulting in waste of resources.	Routines for handling materials and supplies are followed moderately well.	Routines for handling materials and supplies are followed without any difficulty.	Offers constructive and useful input to improve efficiency in routines for handling materials/supplies.
Work Area	Work area is generally disorganized and untidy.	Work area is clean.	Work area is organized and presentable.	Work area is exceptionally well-organized and aesthetically pleasing.
Equipment Operation	Does not understand how to operate standard office and library equipment properly.	Operates office and library equipment safely and properly.	Sees potential problems and corrects ahead of time.	Uses various office and library equipment to enhance student library/media experience.

Domain 3: Service Delivery

Component One: Assisting Student Learning

Element:

Directions and Procedures	Unsatisfactory Gives directions or	Satisfactory Generally gives clear	Proficient Consistently gives clear	Distinguished Anticipates possible
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	procedures to students that are unclear or confusing.	directions/procedures to students. Provides clarification as needed.	directions/procedures to students that contain an appropriate level of detail.	student misunderstandings and adjusts directions and procedures to ensure smooth operation.
Oral and Written Language	Spoken and/or written language is inappropriate and may contain many grammar and syntax errors.	Spoken and written language skills are adequate. Vocabulary and grammar are correct, but may be limited or inappropriate at times.	Spoken and written language is clear and correct. Vocabulary is appropriate to age and interests of students.	Spoken and written language is correct and expressive with well-chosen and appropriate vocabulary for students' age and interests.
Knowledge of Age Group	Displays minimal understanding of developmental characteristics of age group.	Displays generally accurate understanding of the pertinent age group.	Displays effective understanding of the characteristics of each pertinent age group of students.	Displays understanding of the developmental characteristics of each pertinent age group as well as exceptions to general patterns.
Organization of Materials	LMC is messy or unattractive with disorganized or missing materials.	LMC is generally well organized. Some displays may not be up-to-date and some resources difficult to find.	LMC is well organized and attractive. Materials are available when needed and easily accessible.	LMC is an exceptional support to student learning with appealing displays and multi-faceted resources for students/staff.
Student/Staff Assistance	Is unavailable or unable to assist students or staff in answering questions, using resources, or finding materials.	Generally approachable, helpful, and accurate when assisting others.	Dependably provides valued assistance in promoting student learning.	Displays initiative and is consistently conscientious in sharing resources of the LMC. Anticipates ways in which LMC resources can enhance learning.
Component Two: Managing Student Behavior				
Element:				
Setting Expectations	Has not set or is unable to establish standards of conduct for students.	Standards of conduct appear to have been established for the LMC and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all. Situations requiring flexibility and individual expectations are handled well.
Monitoring Behavior	Appears unaware of what students are doing.	Is generally aware of student behavior but	Is alert to student behavior at all times.	Monitoring of student behavior is preventative.

may miss the activities of some students.

Response To Student Misbehavior

Does not respond to misbehavior, or the response is inconsistent, overly harsh, or disrespectful.

Attempts to respond to student misbehavior but with uneven results.

Response to student misbehavior is consistent and appropriate resulting in few behavioral problems.

Response to student misbehavior is effective and sensitive to students' individual needs.

Component Three: Providing Student And Staff Protection

Element:

Knowledge of Emergency Procedures

Has minimal knowledge of emergency procedures for building.

Has knowledge and provides information on emergency procedures to others.

Reviews procedures regularly. Works effectively with students and staff during emergency drills and situations.

Coordinates and reviews procedures. Offers alternative suggestions to assist in emergency. Suggests additional emergency procedures.

Safety

Does not demonstrate awareness or follow safety procedures.

Is aware of safety procedures and reports any unsafe conditions to administrator.

Follows all safety and security policies and procedures. Increases safety awareness among students and staff.

Is proactive in managing safety. Provides input to make school environment safer and more secure.

Domain 4: Professional Responsibilities

Component 1: Contribution to School/District

Element:

Punctuality

Unsatisfactory

Frequently late, and often late for meetings.

Satisfactory

Arrives on time and leaves at end of work day. Attends meetings on time.

Proficient

Arrives early and is ready at his/her designated time. Is timely and prepared for meetings.

Distinguished

Arrives early to be ready at his/her post and has prepared for next day's activities before departure. Arrives early for meetings and has prepared for meeting in advance.

Professional Appearance

Presents an inappropriate appearance; does not look presentable.

Is occasionally careless or inappropriate in appearance.

Consistently presents an appropriate, well-groomed appearance.

Always presents an excellent example of appropriate, professional appearance.

Outlook/Resiliency

Displays lack of enthusiasm. Is critical and negative.

Usually demonstrates a positive outlook.

Consistently displays considerable enthusiasm and a positive approach.

Manifests an uncommonly positive attitude which gives others an uplift.

Confidentiality	Frequently fails to respect confidentiality of issues that have occurred. Takes advantage of position to be "in the know."	Usually respects confidentiality issues.	Understands and follows standards for confidentiality; corrects others who may violate confidentiality.	Demonstrates a high degree of confidentiality for students, parents, and all staff. Does not tolerate an environment lacking in confidentiality.
Flexibility/Adaptability	Finds it difficult to be receptive to new ideas, tasks, or procedures.	Generally open to new ideas and will change his/her approach if asked.	Typically receptive to new ideas and tasks; deals with new information and situations well.	Consistently demonstrates flexibility to handle new situations and will adapt approach to meet a need.
Teamwork	Is reluctant or unwillingly to be part of a team. Mocks the team process or is insensitive to effect of their actions on others.	Generally recognizes the need for teamwork in the building. Tries to be sensitive to others.	Builds productive work relationships with others. Supports others' efforts to be successful.	Consistently contributes to or leads efforts to create a strong, effective, smoothly running team.
Service To School	Avoids becoming involved in school events.	Participates in school events when specifically asked.	Regularly volunteers to participate in school events.	Volunteers to participate in school events and makes a substantial contribution or takes a leadership role.
Component 2: Professional Growth Element:				
Goal Setting	Has made no attempts to set or work toward individual goals for growth.	Has demonstrated some difficulties focusing on goals for growth.	Demonstrates positive effort to set and plan implementation steps in meeting goals for growth.	Uses goal setting and implementation as an excellent opportunity for growth.
Acceptance of New Responsibilities	Unwilling to accept new or different responsibilities.	Occasionally accepts new responsibilities and attempts to follow through to best of ability.	Typically receptive to new responsibilities and willingly implements to best of ability.	Eagerly seeks opportunities to broaden field of responsibilities and skills.
Alignment	Focuses efforts only on own needs or needs of own building or department.	Generally focuses on organizational goals while advancing goals of own building or department.	Displays initiative while ensuring efforts align with school district goals/initiatives.	Develops personal and unit goals out of district initiatives. Looks to district initiatives to guide and shape goals/efforts.

Domain 5: Technology

Element:

Computer Operations/Productivity

Unsatisfactory

Is lacking in basic computer skills. Struggles to use technology effectively.

Satisfactory

Displays acceptable computer skills. Attempts to use technology to improve workflow.

Proficient

Has solid computer skills. Eagerly looks for ways to utilize technology in streamlining work.

Distinguished

Is viewed as a computer expert. Offers frequent suggestions in applying computer tools to increase productivity.

Use Of Technology With Students

Unable to use computer or technology materials with students.

Can use technology based materials with students when supervision is provided.

Can work independently with students when using technology based materials.

Effectively integrates computers and technology into student learning activities. Looks for opportunities to leverage technology.

Data Collection/Information Management

Is unable or unwilling to use or correctly use library/district programs.

Appropriately uses library/district programs. Enters data accurately and according to district guidelines.

Successfully uses computer-based information sources, assisting in the automation process of the LMC.

Leverages information within district programs. Demonstrates use of online data services, electronic resources, searching and maintaining data as appropriate.