Librarian/School Library Media Specialist: _________________________________

Trained APPR Evaluator: ________________________________________________

District: ______________________________________________________________

Observation or Review Date: _____________________________________________

1st Observation/review ☐ 2nd Observation/review ☐

Check the appropriate box making notes where necessary of observation evidence.

<table>
<thead>
<tr>
<th>NYS Teaching Standards</th>
<th>Category &amp; Points</th>
<th>Highly effective 4</th>
<th>Effective 3</th>
<th>Developing 2</th>
<th>Ineffective 1</th>
<th>Performance Indicators/evidence</th>
<th>Notes/Points Comments Evidence Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Instructional Plan</td>
<td>Librarian consistently and collaboratively sets goals for all grade levels taught, has a long-term program plan, and communicates annual program goals to building teachers. Goals are aligned with building and district mission statements or goals.</td>
<td>Librarian often sets goals for some grade levels and has short-term program plans connected to building or district mission statements or goals.</td>
<td>Librarian is developing goals for some grade levels taught but these are not aligned with building or district mission statements or goals.</td>
<td>No goals have been set or aligned with building or district mission statements or goals.</td>
<td>• Three year plan/goal • One year instructional focus • Annual Information literacy goals based on assessment results • Reading program goals supported • Learning Benchmarks visual (online, posted, etc.) • Current research used to support goals, where applicable • Librarian participates in assessment item analysis when appropriate</td>
<td></td>
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<tr>
<td>Also: 2.1</td>
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<tr>
<td>1.3</td>
<td>Independent Reading</td>
<td>Librarian consistently encourages independent readers within the school and community, fostering a love for reading and research. Librarian provides materials and establishes a reading culture where all students are encouraged and given opportunities to read.</td>
<td>Librarian does a collaborative program with teachers throughout the building to promote independent and personal pursuits.</td>
<td>Librarian collaborates with some classroom teachers to promote independent reading for academic and personal pursuits.</td>
<td>Librarian plans no specific reading events.</td>
<td>• Reading list with current titles • Measures of reading progress • Reading logs • NY Statewide Summer Reading Program posters and promotion • Circulation/collection statistics • Three Apples Book events • Booktalks • Modeling reading strategies • Motivates students to read</td>
<td></td>
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<td>1.4</td>
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<td>1.5</td>
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Notes to Evaluator: This APPR evaluation tool has also been crafted to align Charlotte Danielson’s Enhancing Professional Practice, the NYS School Library Program Evaluation Rubric tool, and goals of the Common Core Standards to increase rigor, relevance, and college and career readiness. This tool is aligned with NYS Teaching Standards as indicated in the left column. The terms Librarian, School Librarian (SL), School Library Media Specialist (SLMS), and all refer to a NYS certified School Librarian.

We recommend the use of folders to capture evidence of planning and professionalism that are not “observable” with evidence in a teacher evaluation—to gather evidence for performance indicator(s). These folders may include reports, curriculum maps, student work, professional development certificates of completion, and other evidence that demonstrates a librarian’s planning, professionalism or instructional efforts.

As this APPR instrument is used, please indicate a score for each line and then calculate a composite average. This average can be multiplied by 4 for a 100-point composite score, or multiplied by 2.4 for a 60-point composite score.
<table>
<thead>
<tr>
<th>1.1</th>
<th>1.2</th>
<th>1.3</th>
<th>Differentiated Materials &amp; Instruction</th>
<th>Librarian effectively embraces various learning models to reach all students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Librarian consistently and collaboratively builds collections to reach gifted as well as challenged learners such as visually impaired and ELL learners.</td>
<td>Librarian builds collections to reach all learners with minimal input from others in the building</td>
</tr>
<tr>
<td></td>
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<td>Librarian consistently varies instructional model to reach all students.</td>
<td>Librarian often varies instructional model to reach all students.</td>
</tr>
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<td></td>
<td>Librarian is developing an instructional model to accommodate all learners.</td>
<td>Librarian has a basic collection and a plan to build the collection to support learning needs.</td>
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<td></td>
<td></td>
<td></td>
<td>Librarian does not have a plan to build a collection to support learning needs of all students.</td>
<td>Librarian does not vary instructional model to reach all students</td>
</tr>
<tr>
<td>2</td>
<td>KNOWLEDGE OF CONTENT AND INSTRUCTIONAL PLANNING</td>
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<tr>
<td>2.1</td>
<td>2.2</td>
<td>also: 3.1</td>
<td>Curriculum Alignment</td>
<td>Librarian collaborates to align instruction (and program goals) to NYS Common Core Learning Standards</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Librarian consistently seeks to align all lessons with CC learning standards in collaborative model.</td>
<td>Librarian often seeks to align most lessons with CCLS through collaboration with teachers.</td>
</tr>
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<td></td>
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<td></td>
<td>Librarian consistently teaches information literacy collaboratively aligned with classroom curriculum.</td>
<td>Librarian often teaches information literacy aligned with classroom curriculum.</td>
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<td></td>
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<td></td>
<td>Librarian has an Inquiry Based Learning curriculum that supports CCLS and makes real world connections.</td>
<td>Librarian has curriculum that supports CCLS and makes real world connections during instruction.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Librarian has developed and is often promoting a collaboratively planned inquiry-based program which challenges students to research, reflect, synthesize and produce knowledge products (i.e. Research to Build and Present Knowledge).</td>
<td>Librarian is developing and has started planning collaboratively an inquiry-based program which challenges students to research, reflect, synthesize and produce knowledge products (i.e. Research to Build and Present Knowledge).</td>
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<td></td>
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<td></td>
<td>Librarian demonstrates little or no knowledge of inquiry-based learning and there is no evidence of collaborative planning—or asking to collaborate.</td>
<td>Librarian seeks to align research activities to CCLS, which call for student-centered evidence based research projects.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Librarian has a basic collection and a plan to build a collection to support learning needs of all students.</td>
<td>Librarian often supports CCLS in curriculum planning and is operating independently from classroom curriculum.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Information literacy plan/maps</td>
<td>Librarian seldomly aligns lessons with the CCLS.</td>
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<td></td>
<td>• Curriculum is scaffolded with grade level objectives</td>
<td>Librarian has little or no involvement in curriculum planning and is operating independently from classroom curriculum.</td>
</tr>
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<td></td>
<td>• SL has scaffolded benchmarks</td>
<td>Librarian is developing an instructional plan to accommodate all learners.</td>
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<td></td>
<td>• SL serves on curriculum committees</td>
<td>Librarian has little or no involvement in curriculum planning and is operating independently from classroom curriculum.</td>
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<td></td>
<td>• SL, teachers and parents seek to align CCLS</td>
<td>Librarian has little or no involvement in curriculum planning and is operating independently from classroom curriculum.</td>
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</tr>
<tr>
<td></td>
<td>2.1</td>
<td>2.2</td>
<td>Inquiry-Based Learning</td>
<td>Inquiry Based learning is a program where students are challenged to question, think critically, acquire, evaluate, draw conclusions and create and share new knowledge which answers a research question</td>
</tr>
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<td></td>
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<td>Librarian has developed and is consistently implementing &amp; promoting a collaboratively planned inquiry-based program which challenges students to research, reflect, synthesize and produce knowledge products (i.e. Research to Build and Present Knowledge).</td>
<td>Librarian has developed and is often promoting a collaboratively planned inquiry-based program which challenges students to research, reflect, synthesize and produce knowledge products (i.e. Research to Build and Present Knowledge).</td>
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<td></td>
<td></td>
<td>Librarian is developing and has started planning collaboratively an inquiry-based program which challenges students to research, reflect, synthesize and produce knowledge products (i.e. Research to Build and Present Knowledge).</td>
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</tbody>
</table>

Created by: SLSA & NYLA-SSL
| 2.3 ALSO: 3.3 | College and Career Readiness | Librarian consistently works with teachers to build a program which:  
• sustains challenging authentic, intellectual work for all learners  
• transforms learning for rigor and relevance  
• increases student library use and connects students to their interests in school and beyond  
• integrates challenging resources for all learners  
• transforms learning for rigor and relevance.  
Librarian often works with teachers to build a program which:  
• sustains challenging authentic, intellectual work for all learners  
• transforms learning for rigor and relevance  
• increases student library use and connects students to their interests in school and beyond  
• integrates challenging resources for all learners  
• transforms learning for rigor and relevance.  
Librarian is in the developing phase of building a program which:  
• sustains challenging authentic, intellectual work for all learners  
• transforms learning for rigor and relevance  
• increases student library use and connects students to their interests in school and beyond  
• integrates challenging resources for all learners  
• transforms learning for rigor and relevance.  
Librarian makes no attempt to build a program which:  
• encourages challenging authentic, intellectual work for all learners  
• transforms learning for rigor and relevance  
• increases student library use and connect students to their interests in school and beyond  
• integrates challenging resources for all learners  
• transforms learning for rigor and relevance.  
• Research driven by essential question  
• Students generate questions to guide research  
• SL guides independent practice  
• SL encourages student quality, rigor  
• Reflection and sharing  
• Scaffolding of skills  
• Process portfolios  
• Reflective note taking  
• Rubrics  
• Peer questioning  
• SL advocates for additional hours to eliminate digital divide.  

Common Core Understanding | Librarian strives to embrace CCSS instructional shifts and anchor standards in the CCSS  
Librarian often strives to:  
• create collaborative inquiry-based research assignments with teachers  
• increase nonfiction reading  
• supports instruction requiring students to research to build and present knowledge  
• use and spotlight academic vocabulary in library lessons  
• build students’ knowledge through reading  
Librarian sometimes strives to:  
• create collaborative inquiry-based research assignments with teachers  
• increase nonfiction reading  
• support instruction requiring students to “research to build and present knowledge”  
• use and spotlight academic vocabulary into lessons,  
• build students’ knowledge through reading  
Librarian has occasionally  
• create collaborative inquiry-based research assignments with teachers  
• increase nonfiction reading  
• support instruction requiring students to “research to build and present knowledge”  
• use and spotlight academic vocabulary into lessons,  
• build students’ knowledge through reading  
• SL can make rigorous reading recommendations of high interest  
• SL prepares books for classroom nonfiction reading centers  
• Builds robust nonfiction collections  
• Displays nonfiction  
• Word walls, word-of-the-day  
• SL seeks research partners in building  
• SL suggests research activities aligned with curriculum  
• SL models academic vocabulary use in instruction.

3. INSTRUCTIONAL PRACTICE: teaching for learning

3.1 Information Literacy and Technology  
Librarian teaches information and literacy skills and the use of technology for learning  
Librarian often promotes information literacy skills throughout the building and consistently plans Instruction based upon a written curriculum (grade level benchmark skills).  
Librarian consistently recommends technology tools to enhance instruction and is a building leader modeling tech tools and information literacy principles.  
Librarian often promotes information literacy skills throughout the building and often plans instruction based upon a written curriculum (grade level benchmark skills).  
Librarian often recommends technology tools to enhance instruction.  
Librarian sometimes promotes information literacy skills at some grade levels and is developing grade level benchmarks.  
Librarian sometimes recommends technology tools to enhance assignments.  
Librarian provides limited information literacy training in an isolated manner independent of any other teaching in the school.  
Librarian does not recommend technology tools to enhance instruction.  
• Student rubrics for information literacy  
• Student portfolios demonstrate integration of technology  
• Projects display use of multiple valid information sources  
• Students knowledge products often involve media creation and/or other technology integration  
• Students successfully navigate information and misinformation  
• Students can articulate the need to cite sources.

3.2 Instructional Delivery  
Librarian’s instruction is consistently student-centered and accommodates varying learning styles.  
Librarian’s instruction is often student-centered and accommodates varying learning styles.  
Librarian’s instruction sometimes student-centered and accommodates varying learning styles.  
Librarian’s instruction is teacher-directed with minimal opportunity for student ownership.  
• Inquiry-based learning,  
• Collaborative group work  
• Opportunities for student choice.

Created by: SLSA & NYLA-SSL
Librarian plans instruction to engage all learners via diverse means of delivery

- Instruction is consistently differentiated to challenge and support students.
- Librarian frequently uses multiple media formats and technology tools in delivery.
- Instruction is often differentiated to challenge and support students.
- Librarian often uses multiple media formats and technology tools in delivery.
- Instruction is sometimes differentiated to challenge and support students.
- Librarian sometimes uses multiple media formats and technology tools in delivery.
- Instruction does not reflect current technological advances in information literacy.
- Librarian seldom varies instruction to address varying learning styles and seldom uses differentiated instructional techniques.

Librarian promotes a culture of questioning, information seeking, investigation and discovery

- Librarian consistently designs learning tasks that are student-centered rather than teacher-directed, promoting lifelong learning via an inquiry process where students generate meaningful questions and frame research that goes beyond fact-gathering.
- Librarian often designs learning tasks that are student-centered rather than teacher-directed, promoting lifelong learning via an inquiry process where students generate meaningful questions and frame research that goes beyond fact-gathering.
- Librarian consistently provides verbal and written instructions for tools, home use, and uses technology to communicate effectively when possible.
- Librarian often gives clear directions to students and checks for understanding.
- Librarian often provides written instructions or uses technology to communicate with students.
- Librarian's teaching is focused on information literacy.
- Librarian seldom varies instruction to address varying learning styles and seldom uses differentiated instructional techniques.

Communication

- Librarian consistently gives clear directions to students and checks for understanding.
- Librarian often gives clear directions to students and checks for understanding.
- Librarian sometimes gives clear directions to students and checks for understanding.
- Librarian does not give clear directions to students and does not check for understanding.
- No attempt to diversify communication is observable.

Monitor and Adjust

- Librarian consistently checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success.
- Librarian often checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success.
- Librarian sometimes checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success.
- Librarian’s teaching is focused on skills and curriculum, but librarian does not monitor and adjust for the needs of learners.
- Librarian does not include exit closure before students leave to assess student success.

3.2 3.6

- Librarian does not include exit closure before students leave to assess student success.
- Librarian's teaching is focused on skills and curriculum, but librarian does not monitor and adjust for the needs of learners.
- Librarian does not include exit closure before students leave to assess student success.
- Librarian’s teaching is focused on skills and curriculum, but librarian does not monitor and adjust for the needs of learners.
- Librarian does not include exit closure before students leave to assess student success.

Librarian communicates with students to maximize understanding and achievement

- Librarian consistently gives clear directions to students and checks for understanding.
- Librarian often gives clear directions to students and checks for understanding.
- Librarian sometimes gives clear directions to students and checks for understanding.
- Librarian does not give clear directions to students and does not check for understanding.
- No attempt to diversify communication is observable.

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Librarian engages in professional development in order to foster a culture of questioning, information seeking, investigation and discovery

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<th>4</th>
<th>LEARNING ENVIRONMENT</th>
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<tbody>
<tr>
<td>4.3</td>
<td>Library Facility</td>
</tr>
<tr>
<td>4.1</td>
<td>Librarian plans instruction, library space, and resources to meet students' cognitive, language, social, emotional and physical needs</td>
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<tr>
<td>4.4</td>
<td>ALSO:</td>
</tr>
<tr>
<td>1.3</td>
<td>1.4</td>
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<tr>
<td>4.2</td>
<td>Equitable Access</td>
</tr>
<tr>
<td>4.1</td>
<td>Librarian provides equitable access to information, literature, and resources and extends the access beyond the school day through technology (Equitable Access, Continued)</td>
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<tr>
<td>4.2</td>
<td>Climate of Respect and Rapport</td>
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<tr>
<td>4.3</td>
<td>Librarian creates a safe climate of respect and rapport, communicates expectations for student behaviors, and promotes collaboration among students</td>
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<td>4.3</td>
<td>Collection Management</td>
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<tr>
<td>6.5</td>
<td>Librarian develops and manages the collection to</td>
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<td>5.5</td>
<td>ASSESSMENT FOR STUDENT LEARNING</td>
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<tr>
<td>5.1</td>
<td>Using Assessment</td>
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<tr>
<td>5.2</td>
<td>Librarian uses multiple measures and multiple formats (including technology) to assess and document student achievement on information literacy/instructional goals Librarian engages students in self-assessment of learning goals, strategies and outcomes</td>
</tr>
<tr>
<td>5.3</td>
<td>Librarian consistently uses diagnostic and formative assessment to direct instruction according to benchmark standards. Librarian consistently uses performance-based assessments such as rubrics, checklists, portfolios, journals, conferencing and self-questioning. Librarian frequently solicits student feedback/assessment for lesson improvement.</td>
</tr>
<tr>
<td>5.4</td>
<td>Librarian often uses diagnostic and formative assessment to direct instruction according to benchmark standards. Librarian often uses performance-based assessments such as rubrics, checklists, portfolios, journals, conferencing and self-questioning. Librarian is aware of classroom teacher’s assessment tools and assists in measuring target skills.</td>
</tr>
<tr>
<td>5.5</td>
<td>Librarian sometimes recognizes the effectiveness of diagnostic and formative assessment, but employs them inconsistently or on a limited basis. Librarian is working to develop skills and strategies to assess learners. Librarian is aware of classroom teacher’s assessment tools and assists in measuring target skills.</td>
</tr>
<tr>
<td>5.6</td>
<td>Librarian seldomly uses diagnostic or formative assessment strategies; sometimes informally assesses learners and coaches them in skill development. Librarian defers to classroom teacher regarding assessment, lacking confidence and knowledge regarding measuring student performance.</td>
</tr>
<tr>
<td>5.7</td>
<td>Librarian uses performance-based assessment to direct instruction according to benchmark standards. Librarian often uses performance-based assessments such as rubrics, checklists, portfolios, journals, conferencing and self-questioning. Librarian frequently solicits student feedback/assessment for lesson improvement.</td>
</tr>
<tr>
<td>5.8</td>
<td>Librarian has is developing a plan for instruction based upon pre-assessments data. Assessment of information skills is sometimes imbedded into the research process. Librarian uses a few different forms of assessment. Some evidence of assessment, but assessment does not impact/inform instruction.</td>
</tr>
<tr>
<td>5.9</td>
<td>Librarian does not plan instruction based upon pre-assessments data. Grade-level information literacy and technology skills benchmarks in library program are haphazard and unclear and not assessed. Student progress in information literacy skills is not assessed.</td>
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<table>
<thead>
<tr>
<th>5.2</th>
<th>Informing Instruction</th>
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<tbody>
<tr>
<td>5.3</td>
<td>Librarian develops and articulates a plan for student achievement based upon data</td>
</tr>
<tr>
<td>5.4</td>
<td>Librarian consistently plans instruction based upon pre-assessments data. Librarian participates actively in school-wide analysis of student performance data to promote achievement. Assessment of information skills is always imbedded into the research process – formatively.</td>
</tr>
<tr>
<td>5.5</td>
<td>Librarian often plans instruction based upon pre-assessments data. Librarian participates actively in school-wide analysis of student performance data to promote achievement. Assessment of information skills is often imbedded into the research process - formatively. Librarian can articulate many assessment options being used in instruction by teachers and students.</td>
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Created by: SLSA & NYLA-SSL
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<tr>
<th><strong>6</strong></th>
<th><strong>COLLABORATION &amp; Professional Responsibilities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong></td>
<td><strong>Ethical, Responsible, Legal and Safe use of Information and Technology</strong></td>
</tr>
</tbody>
</table>
| Librarian advocates for proper use of information and technology—including respect for intellectual property and the appropriate documentation of sources. | Librarian consistently teaches ethical use of information and multimedia and teaches students to:
- cite sources
- avoid plagiarism
- seek multiple perspectives
- assess online resources for validity, accuracy, timeliness.
Librarian consistently upholds a high standard for ethical use of information and technology fostering digital citizenship awareness in the school and community. | Librarian often teaches ethical use of information and multimedia and teaches students to:
- cite sources
- avoid plagiarism
- seek multiple perspectives
- assess online resources for validity, accuracy, timeliness.
Librarian often upholds a high standard for ethical use of information and technology fostering digital citizenship awareness in the school and community. | Librarian is developing a program to teach ethical use of information and multimedia and teaches students to:
- cite sources
- avoid plagiarism
- seek multiple perspectives
- assess online resources for validity, accuracy, timeliness.
Librarian tries to uphold a high standard for ethical use of information and technology fostering digital citizenship awareness in the school and community. | Librarian has no program to teach ethical use of information and multimedia.
Few students use the Internet in the library; pitfalls and problems in usage are frequent, there is little library instruction on seeking multiple perspectives or safe and ethical use: incidences of plagiarism, unwanted Web sites, spam, and unsafe information sharing are frequent.
Student plagiarism is rampant with little or no effort to combat it. |

| **6.2** | **Collaboration with Teachers** |
| Librarian collaborates to develop inquiry-based lessons aligned with NYS Learning Standards—CCSS and to integrate information literacy skills throughout the curriculum, rather than teach in isolation | Librarian is consistently involved in most school curriculum alignment and collaborates with most teachers to improve instruction and teach information skills.
Librarian consistently takes proactive role in promoting information resources for instruction.
Librarian consistently utilizes community resources when appropriate to make real world connections. | Librarian often seeks to be involved in school curriculum alignment and collaborates with many teachers to improve instruction and teach information skills.
Librarian often takes pro-active role in promoting information resources for instruction.
Librarian often utilizes community resources when appropriate to increase resources and improve program. | Librarian sometimes seeks to be involved in most school curriculum alignment and collaborates with most teachers to improve instruction and teach information skills.
Librarian sometimes takes pro-active role in promoting information resources for instruction.
Librarian sometimes connects with the public library or school library system to increase resources and strengthen the library program. | Librarian has little or no involvement in curriculum planning, and is separate from classroom curriculum.
Use of Library resources to support classroom curriculum is occasional and unplanned.
Librarian makes little attempt to connect with the public library or school library system for additional resources or programs. |

| **6.4** | **Collaboration with Administrators** |
| Librarian consistently supports decision-making process within the building and throughout the District. | Librarian often provides input to leadership team, aligns Library program with instructional priorities, participates in professional development (PD), and collaborates in | Librarian has a developing awareness of school priorities and activities of the school leadership team, participates in PD if available at the school, helps | Librarian is disconnected from school priorities and instructional goals, seldom participates in or offers PD in use of Library resources in school, and |

- Student self-assessment tools available (checklists, etc.)
- School-wide code of ethics
- Honor policy
- Digital plagiarist policy created
- Citation required on research endeavors and knowledge products
- Information literacy curriculum
- Respect demonstrated for technology products and tools

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Librarian collaborates with teachers and administrators to support the programs, mission, goals and vision of the building and the District.

Librarian consistently communicates with staff and community stakeholders connecting them to resources, programs, and information to support collaboration.

Librarian presents catalogs and relevant reports, usage statistics, and data to administration to show impact of all aspects of the program.

Librarian is an active leader at the building, District, regional (via School Library System), State, and National level and disseminates information appropriately.

Librarian is a leader at the building and is involved with District, regional (via School Library System (SLS), and State organizations.

Librarian contributes to building professional development offerings; Librarian is respected by colleagues and viewed as a vital resource.

Librarian consistently remains current in library professional practice and sets goals for program improvement.

Librarian seeks out opportunities for improvement; Librarian reads a variety of professional articles in various formats and implements ideas.

Librarian contributes to building professional development offerings; Librarian is respected by colleagues and viewed as a vital resource.

Librarian offers suggestions to align program goals with BOE and building goals.

Librarian offers programs regularly to administration.

Librarian acts as a point of contact for community and caregiver collaboration to enhance student achievement.

Librarian is a leader at the building and is involved with District, regional (via School Library System (SLS), and State organizations.

Librarian reads a variety of professional articles in various formats and implements ideas.

Librarian contributes to building professional development offerings; Librarian is respected by colleagues and viewed as a vital resource.
<table>
<thead>
<tr>
<th>7.1</th>
<th>7.2</th>
<th>7.3</th>
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<th>7.4</th>
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</thead>
<tbody>
<tr>
<td><strong>Professional Development</strong></td>
<td>Librarian consistently provides proactive leadership in staff development. This may include presentations at conferences, PD within the building or district. Librarian plays leadership role in School Library System (SLS) and participates in professional and educational organizations. Librarian exhibits emerging leadership role in School Library System (SLS) and participates in professional and educational organizations. Librarian's participation in professional development is limited or nonexistent. Librarian attends workshops only when required by administration.</td>
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<td>Librarian sometimes attends professional development and conferences, participates in SLS and professional organization activities, and seeks opportunities for advanced education. Librarian exhibits emerging leadership role in School Library System (SLS) and participates in professional and educational organizations. Librarian exhibits emerging leadership role in School Library System (SLS) and participates in professional and educational organizations. Librarian's participation in professional development is limited or nonexistent. Librarian attends workshops only when required by administration.</td>
<td>Librarian generally supports building level goals and has often demonstrated effective support. Librarian is aware of building level goals and is developing a plan to support these goals. Librarian does not make an effort to support building level goals. Librarian does not make an effort to support building level goals. Librarian generally supports building level goals and has often demonstrated effective support. Librarian is aware of building level goals and is developing a plan to support these goals. Librarian does not make an effort to support building level goals. Librarian does not make an effort to support building level goals.</td>
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**Summary Totals**

<table>
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<tr>
<th>Highly Effective:</th>
<th>Effective:</th>
<th>Developing:</th>
<th>Ineffective:</th>
<th>Total:</th>
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</table>

<table>
<thead>
<tr>
<th><strong>Category</strong></th>
<th><strong>Points</strong></th>
<th><strong>Librarian APPR Assessment</strong></th>
<th><strong>Score Received</strong></th>
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<tbody>
<tr>
<td>Highly Effective</td>
<td>90-100</td>
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<tr>
<td>Effective</td>
<td>75-89</td>
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<tr>
<td>Developing</td>
<td>65-74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ineffective</td>
<td>0-64</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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