

21st Century Library Media Programs in Florida's K-12 Schools

ExC³EL – Expectations for Collaboration, Collections, and Connections to Enhance Learning: A Program Evaluation Rubric

Mission: The ExC³EL Rubric provides a continuum for developing outstanding school library media programs that enhance and support the school's educational agenda. Quality library media programs provide a welcoming, resource-rich environment that supports multiple literacies cultivates a culture of inquiry and literary appreciation, and encourages the independent, ethical exploration of information and ideas.

Instruction				
<i>The library media program enhances student achievement through a systematically, collaboratively planned instructional program.</i>				
<p>Information literacy and inquiry-based instruction</p> <p>*FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2 ISTE NETS-T</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Standards-based information literacy skills instruction is not integrated into the LM instructional program. Student achievement and automated systems data is not used to plan and modify LM instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is not included in the LM instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standards-based information literacy skills are taught in the LM instructional program. <input type="checkbox"/> Automated systems data is used to plan library media instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is included in the LM instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standards-based information literacy skills instruction using inquiry-based approach is embedded into instructional program. <input type="checkbox"/> Student achievement and automated systems data are used to plan LM instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded into the instructional program. 	<ul style="list-style-type: none"> <input type="checkbox"/> Standards-based Information literacy skills instruction using inquiry-based approach is embedded systematically into instructional program. Student achievement and automated systems data are used to plan and modify LM instructional program. <input type="checkbox"/> Instruction focused on student development of digital citizenship skills (e.g., locate, evaluate, and use information ethically and responsibly) is embedded systematically into the instructional program.
<p>Transliteracy skills instruction</p> <p>*FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2 ISTE NETS-T</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is not included in the LM instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is not taught within the LM instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is not included in the LM 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction covering copyright laws and intellectual property rights (e.g. Creative Commons) is included in the LM instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is taught within the LM instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is included in the LM 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded into the schoolwide instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded into the instructional program. <input type="checkbox"/> Instruction with increased emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded into the 	<ul style="list-style-type: none"> <input type="checkbox"/> Instruction including copyright laws and intellectual property rights (e.g. Creative Commons) is embedded systematically into the schoolwide instructional program. <input type="checkbox"/> Instruction covering digital footprints and Internet safety (e.g. cyberbullying) is embedded systematically into the instructional program. <input type="checkbox"/> Instruction with increased

	instructional program.	instructional program.	instructional program.	emphasis and awareness of digital communication (e.g. privacy, security, audience) is embedded systematically into the instructional program.
Literature appreciation and Literature-based instruction *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> Literature appreciation instruction/activities are not integrated into instructional program. <input type="checkbox"/> There is no evidence of literature-based programs in the library.	<input type="checkbox"/> Literature appreciation instruction/activities are integrated into instructional program. <input type="checkbox"/> The literature-based program is planned and executed and includes reading strategies and skills.	<input type="checkbox"/> Literature appreciation instruction/activities are embedded into instructional program. <input type="checkbox"/> The literature-based program is planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills.	<input type="checkbox"/> Literature appreciation instruction/activities are embedded systematically into instructional program. <input type="checkbox"/> The literature-based program is collaboratively planned and executed, providing a unified approach to literacy and reinforcing reading strategies and skills.
Instructional partnership *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> Instructional planning partnership does not exist between classroom and LM program.	<input type="checkbox"/> Instructional planning partnership is developing (i.e., limited evidence) between classroom and LM program.	<input type="checkbox"/> Instructional planning partnership exists between some classrooms and LM program.	<input type="checkbox"/> Instructional planning partnership exists between most classrooms and LM program.
Curriculum/ Assessment Support	<i>The library media program enhances student achievement by supporting all facets of the instructional program.</i>			
Reading promotion and guidance *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> LM program does not provide reading promotion activities that encourage recreational reading. <input type="checkbox"/> LM program does not provide reading motivation programming.	<input type="checkbox"/> LM program provides limited reading promotion activities (e.g., displays, contests, etc.) that encourage recreational reading. <input type="checkbox"/> LM program offers limited reading motivation programming.	<input type="checkbox"/> LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the LM instructional program and encourage recreational reading. <input type="checkbox"/> LM program facilitates reading motivation programming. (e.g., FRA, SSYRA, or Florida Teens Read).	<input type="checkbox"/> Collaboratively planned LM program includes reading promotion activities (e.g. events, displays, contests, print and digital publications, etc.) that support the schoolwide instructional program and encourage recreational reading. <input type="checkbox"/> LM program facilitates schoolwide reading motivation programming (e.g. FRA, SSYRA, or Florida Teens Read).
Professional development *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2	<input type="checkbox"/> Professional development sessions are not facilitated through LM program.	<input type="checkbox"/> Professional development sessions are facilitated through LM program, and focus on new and emerging technologies, and library resources.	<input type="checkbox"/> Professional development sessions are facilitated through the LM program, including new and emerging technologies, resources, and instructional strategies (e.g., digital	<input type="checkbox"/> Professional development sessions are facilitated through the LM program, including new and emerging technologies, resources, and

			citizenship, interactive tools, and teaching methodologies).	instructional strategies (e.g., digital citizenship, interactive tools, and teaching methodologies).
School Improvement Plan *FEAP 2.a.1/2.b.1/2.b.2	<input type="checkbox"/> LM program is not mentioned in the School Improvement Plan.	<input type="checkbox"/> LM program is mentioned in the School Improvement Plan.	<input type="checkbox"/> LM program is mentioned in the School Improvement Plan and is aligned with the school's mission and learning goals.	<input type="checkbox"/> LM program is integrated into the School Improvement Plan and is aligned with the school's mission and learning goals.
Resource Management	<i>The library media program provides appropriate, accurate and current resources in all formats to meet the needs of the learning community.</i>			
Collection http://www.sacs.org/ *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2	<input type="checkbox"/> Quantity of resources is sufficient to meet district specifications/guidelines for library programming and collection size meet the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources do not reflect school's social and cultural diversity. <input type="checkbox"/> LM program does not direct attention to access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is below district average.	<input type="checkbox"/> Resources that meet district specifications/ guidelines for library programming and collection size are provided in adequate quantity for meeting the curricular and recreational needs of the school community need to be updated (e.g., print and digital). <input type="checkbox"/> LM resources reflect school's social and cultural diversity. <input type="checkbox"/> LM program announces access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is at district average.	<input type="checkbox"/> A sufficient quantity of resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources adequately reflect school's social and cultural diversity. <input type="checkbox"/> LM program facilitates access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is slightly newer than district average.	<input type="checkbox"/> A sufficient quantity of current resources that meet district specifications/guidelines for library programming and collection size are provided for meeting the curricular and recreational needs of the school community (e.g., print and digital). <input type="checkbox"/> LM resources are sufficient to satisfactorily reflect school's social and cultural diversity. <input type="checkbox"/> LM program focuses attention on access to local, district, community, and state resources. <input type="checkbox"/> Age of collection is newer than district average.
Organization *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1	<input type="checkbox"/> Resources are not processed and shelved using Dewey Decimal Classification System or several classification systems are in use. <input type="checkbox"/> Directional signage is not provided to facilitate independent use of resources.	<input type="checkbox"/> Most print resources are processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Some directional signage guides independent use of resources.	<input type="checkbox"/> All print resources are processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Adequate attractive directional signage allows for independent use of resources.	<input type="checkbox"/> All resources (print and audiovisual) processed and shelved using Dewey Decimal Classification System. <input type="checkbox"/> Attractive directional signage allows for independent use of resources.
Acquisition *FEAP	<input type="checkbox"/> No written collection development plan is provided.	<input type="checkbox"/> A written collection development plan is provided.	<input type="checkbox"/> Written collection development plan is reviewed/revised every five years with approval of administration and	<input type="checkbox"/> Written collection development plan is reviewed/revised every two years with approval of

2.a.1/2.a.2/2.a.3/ 2.b.1/2.b.2	<input type="checkbox"/> A consideration file of reviewed and recommended print and digital materials is not maintained.	<input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is maintained.	<p>Library Advisory Board.</p> <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is developed with some input from students and educators.	<p>administration and Library Advisory Board.</p> <input type="checkbox"/> An ongoing consideration file of reviewed and recommended print and digital materials is developed collaboratively with students and educators.
Maintenance *FEAP 2.a.1/2.a.2/2.a.3/ 2.b.1/2.b.2	<input type="checkbox"/> Sporadic, unplanned weeding of the collection occurs.	<input type="checkbox"/> Continuous and/or intermittent weeding of the collection occurs.	<input type="checkbox"/> Planned, deliberate weeding program is implemented.	<input type="checkbox"/> A deliberate and ongoing weeding program is implemented using a systematic analysis.
Program Administration	<i>Technological processes and resources enhance learning and serve as an infrastructure for administering a properly staffed and well funded library media program.</i>			
Staff *FEAP 2.a.1/2.a.2/2.a.3/ 2.b.1/2.b.2	<input type="checkbox"/> LM program has a part time or no certified LMS. <input type="checkbox"/> No clerical personnel are included in the LM program or clerical person spends the majority of time on other duties.	<input type="checkbox"/> LM program has a full time certified LMS. <input type="checkbox"/> A full time or part time clerical person is included in the LM program but may be assigned part time to other duties outside the library.	<input type="checkbox"/> LM program has a full time certified LMS. <input type="checkbox"/> A full time clerical person is included in the LM program.	<input type="checkbox"/> Full time certified LMS with additional certified LMSs according to district allocation <input type="checkbox"/> Full time clerical person with additional staff according to district allocation
Budgeting *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2	<input type="checkbox"/> Budget supplied by administration with no LM input. <input type="checkbox"/> Budget is not sufficient to meet most curricular and recreational needs. <input type="checkbox"/> LMC staff does not meet with administration to explain budget requests. <input type="checkbox"/> Additional monies are not raised to supplement the LMC budget.	<input type="checkbox"/> LMC annual budget is based on LMC mission with annual goals and objectives. <input type="checkbox"/> Budget is based on collection evaluation. <input type="checkbox"/> LMC staff request a meeting with administration to explain budget requests. <input type="checkbox"/> Budget is not sufficient to meet all of the curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers including book fairs are not always directed to the LMC budget.	<input type="checkbox"/> LMC annual budget is based on LMC mission, as well as short and long-term goals. <input type="checkbox"/> Budget is based on collection evaluation and developed with teacher/student input. <input type="checkbox"/> LMC staff request at least one meeting with administration to explain budget requests based on available data. <input type="checkbox"/> Budget is sufficient to meet most curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers (book fairs, bake sales, etc.) supplement the LMC budget. Other school funding such as PTO funds, grant monies or title funds are occasionally directed to the LM program.	<input type="checkbox"/> LMC annual budget is based on school and LMC missions, as well as short and long-term goals developed collaboratively with staff. <input type="checkbox"/> Complete budget is based on program and collection evaluation and developed with teacher/student input. <input type="checkbox"/> LMC staff proactively requests meetings with administration to explain and justify requests based on available data. <input type="checkbox"/> Budget is sufficient to meet curricular and recreational needs. <input type="checkbox"/> Monies from fund-raisers (book fairs, bake sales, etc.) are used to supplement (not supplant) the LMC budget. Other school funding such as PTO funds, grant monies or

				title funds are also directed to the LM program.
Access *FEAP 2.a.2/2.a.3/ 2.a.4 2.b.1/2.b.2	<input type="checkbox"/> LM program is on a fixed schedule. <input type="checkbox"/> Internet-delivered online resources are not provided.	<input type="checkbox"/> Flexible scheduling and fixed schedules alternate throughout the day limiting the times that students are able to access the resources. <input type="checkbox"/> Internet-delivered online resources are maintained but link locations are challenging.	<input type="checkbox"/> Flexible scheduling is implemented for maximum access throughout day but may be combined with limited fixed scheduling. <input type="checkbox"/> Internet-delivered online resources are maintained and delivered from a single web page location providing 365/24/7 access.	<input type="checkbox"/> Flexible scheduling is implemented for maximum access throughout day. <input type="checkbox"/> Internet-delivered online resources are maintained and delivered through an easy-access portal providing 365/24/7 access.
LMC Internet site *FEAP 2.a.2/2.a.3/ 2.a.4 ISTE NETS-T	<input type="checkbox"/> LMC website is not provided.	<input type="checkbox"/> LMC website is under development.	<input type="checkbox"/> LMC website is provided. <input type="checkbox"/> LMC website arranges links and information to provide access to information to meet student and faculty needs. <input type="checkbox"/> LMC website reflects mission of the program. <input type="checkbox"/> LMC website provides access to online resources (school, district, state) from school and home. <input type="checkbox"/>	<input type="checkbox"/> LMC website is evident, easy-to-access, and linked from school homepage. <input type="checkbox"/> LMC website organized to provide access to information to meet student and faculty needs. <input type="checkbox"/> LMC website reflects mission of the program and primary program elements: reading, information literacy, and technology. <input type="checkbox"/> LMC website provides easy access to online resources (school, district, state) from school and home.
Technology (information retrieval – production activities – television distribution) *FEAP 2.a.2/2.a.3/ 2.a.4/ 2.b.1 ISTE NETS-T	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) is not implemented. Existing hardware exceeds the recommended age or hardware is not available. <input type="checkbox"/> Computer peripherals (e.g., printers, scanners) are available for on-site use by teachers and/or students. <input type="checkbox"/> Multimedia stations are not available for production activities. <input type="checkbox"/> Television and/or digital distribution system is not operational <input type="checkbox"/> No current District technology plan is provided.	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) does not meet district library media specifications. <input type="checkbox"/> Technology hardware, peripherals and hand-held devices are available for on-site use by teachers and/or students (e.g. printers, cameras, eReaders) <input type="checkbox"/> At least one multimedia station is available for production activities. <input type="checkbox"/> Television and/or digital distribution system (1 or more channels) is operational <input type="checkbox"/> District technology plan is underdevelopment.	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) meets district library media specifications. <input type="checkbox"/> Technology hardware peripherals, and hand-held devices are available on a limited basis for checkout and on-site use by teachers and/or students (e.g. laptop carts, printers, mobile devices, cameras, eReaders). <input type="checkbox"/> Some multimedia stations are available for production activities. <input type="checkbox"/> Television and/or digital distribution system (2 or more channels) is operational <input type="checkbox"/> District technology plan aligns with the district's refresh cycle.	<input type="checkbox"/> Student-to-workstation ratio for information retrieval (high-speed Internet access) exceeds district library media specifications. <input type="checkbox"/> Technology hardware, peripherals and hand-held devices are available for checkout and on-site use by teachers and/or students (e.g. laptop carts, printers, mobile devices, cameras, eReaders). <input type="checkbox"/> Multiple multimedia stations are available for production activities. <input type="checkbox"/> Television and/or digital distribution system (3 or more channels) is operational.

				<input type="checkbox"/> District technology plan integrated into school's plan and aligned with the district's refresh cycle.
Technology (management) *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1 ISTE NETS-T	<input type="checkbox"/> Automated circulation system is operational. Data reports are not used. <input type="checkbox"/> Online catalog (OPAC) is operational and available on the Intranet. <input type="checkbox"/> Digital communication methods are not used on a regular basis.	<input type="checkbox"/> Automated circulation system is operational; version of software does not meet district standard. Data reports are generated occasionally for reference. <input type="checkbox"/> Online catalog (OPAC) is operational and available on the Intranet; version of software meets district standard. <input type="checkbox"/> E-mail is used to communicate with school community.	<input type="checkbox"/> Automated circulation system is operational; version of software meets district standard. Data reports are generated to develop LM program goals. <input type="checkbox"/> Online catalog (OPAC) is operational and available 24/7 on Intranet and Internet; version of software meets district standard. <input type="checkbox"/> E-mail, digital, and web-based tools are used to regularly communicate with colleagues and school community, respectively.	<input type="checkbox"/> Automated circulation system is operational; version of software meets district standard. Data reports are generated regularly to collaboratively develop LM program goals. <input type="checkbox"/> Online catalog (OPAC) is operational and available and easily accessible 24/7 on Intranet and Internet; version of software meets district standard. <input type="checkbox"/> E-mail, digital, and web-based tools are used to collaboratively plan and communicate with colleagues and school community, respectively.
Program evaluation *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1 ISTE NETS-T	<input type="checkbox"/> No data is used to make modifications in the LM program. <input type="checkbox"/> Input from stakeholders is not collected.	<input type="checkbox"/> Data from the automated system is generated annually to make LM programming decisions. <input type="checkbox"/> Input is informally collected from students and teachers to evaluate and modify LM programming.	<input type="checkbox"/> Data from automated systems and test scores is generated quarterly to make strategic LM programming decisions. <input type="checkbox"/> Input is collected from students and teachers (e.g., surveys, interviews) to evaluate and modify LM programming.	<input type="checkbox"/> Data from a variety of sources (e.g., automated systems, district data warehouse, test scores) is generated monthly to make strategic LM programming decisions. <input type="checkbox"/> Input is collected from students, teachers, and parents (e.g., surveys, interviews, and focus groups) to evaluate and modify LM programming.
Environment	<i>Effective library media programs provide an inviting, accessible and stimulating environment for individual and group use that share resources across the learning community.</i>			
Facility *FEAP 2.a.2	<input type="checkbox"/> Facility accommodates instructional activities. <input type="checkbox"/> Facility does not meet ADA compliancy regulations and District	<input type="checkbox"/> Facility supports and accommodates instructional presentations and independent activities. <input type="checkbox"/> LM facility meets ADA compliancy	<input type="checkbox"/> Flexibly designed facility supports and accommodates reading, research, instructional presentations, as well as production and independent activities.	<input type="checkbox"/> Flexibly designed facility supports and accommodates reading, research and production activities and instructional presentations

	media facility specifications.	regulations and District media facility specifications.	<input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility specifications.	(teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.) <input type="checkbox"/> LM facility meets ADA compliancy regulations and District media facility specifications.
Furniture *FEAP 2.a.2	<input type="checkbox"/> Library-appropriate furniture is not provided, is not mobile and/or not in good condition.	<input type="checkbox"/> Large group library-appropriate furniture allows for individual and instructional activities and couches/chairs/ cushions provide leisure seating.	<input type="checkbox"/> Small and large group library-appropriate mobile furniture allows for instructional and recreational activities.	<input type="checkbox"/> Small and large group library-appropriate mobile furniture is flexible to allow for instructional and recreational activities (teaching, learning, group work, collaboration, communication, professional development, and teacher/student production.)
Climate *FEAP 2.a.2/2.a.3/ 2.a.4/ 2.b.1	<input type="checkbox"/> LM program does not foster a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is not aesthetically and visually appealing. <input type="checkbox"/> LMC is not an area in which teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate is not inviting or welcoming.	<input type="checkbox"/> LM program provides activities that focus on developing a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is visually appealing (e.g., displays, artwork). <input type="checkbox"/> LMC provides an area in which teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate provides an inviting teaching and learning environment.	<input type="checkbox"/> LM program fosters a culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and includes instructional artifacts and student interests. <input type="checkbox"/> LMC serves as an important support to the classroom where teachers and students read, research, and produce projects. <input type="checkbox"/> LMC climate generates an inviting teaching and learning environment.	<input type="checkbox"/> LM program fosters a schoolwide culture of inquiry, independent reading and lifelong learning. <input type="checkbox"/> LMC is aesthetically and visually appealing (e.g., displays, student work, artwork) and is coordinated with curricular agenda and student interests. <input type="checkbox"/> LMC serves as an extension to the classroom where teachers and students regularly read, research, and produce projects. <input type="checkbox"/> LMC climate generates an inviting and dynamic teaching and learning environment.
Advocacy	<i>The library media program and its initiatives are promoted throughout the learning community.</i>			
In-school	<input type="checkbox"/> Statistical reports are not provided to the administrators and school	<input type="checkbox"/> Statistical reports are provided to administrators at the beginning and	<input type="checkbox"/> Statistical reports are provided to administrators and school community	<input type="checkbox"/> Statistical reports are regularly provided to and shared with

<p>*FEAP 2.a.2/2.a.3/2.a.4/ 2.b.1</p>	<p>community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least one meeting per year is conducted with the administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> A LM handbook is not provided to administration and school community. <input type="checkbox"/> The LM program does not provide a website that promotes the library media program. 	<p>end of the school year.</p> <ul style="list-style-type: none"> <input type="checkbox"/> At least two meetings per year are held with administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) is distributed within the school. <input type="checkbox"/> LM website provides library media program information. 	<p>several times per school year.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Several meetings per year are held with administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration, faculty, and students. <input type="checkbox"/> LM website is accessible and promotes the library media program and facilitates 365/24/7 access to resources. 	<p>administrators and school community.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular meetings are held with administration and/or media specialists, teachers, and reading coaches. <input type="checkbox"/> LM handbook containing LMC program information (e.g., mission, policies/procedures, services, etc.) are provided to administration and school community. <input type="checkbox"/> LM website is easily accessible and promotes the library media program and facilitates 365/24/7 access to resources.
<p>Parents/ Community/ Professional Organizations (local, state, national) *FEAP 2.a.1/2.a.2/2.a.3/ 2.a.4/2.b.1/2.b.2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No communications to parents and other agencies originate through the school library media program. <input type="checkbox"/> LM programming does not include research-based best practices as identified by local, state and/or national professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM program distributes appropriate communications to parents. <input type="checkbox"/> LM programming uses research-based best practices as identified by local, state and/or national professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM parent involvement activities occur (e.g., reading motivation activities and Internet resources for parents). <input type="checkbox"/> LM programming includes current trends and research-based best practices as identified by local, state and/or national professional organizations. 	<ul style="list-style-type: none"> <input type="checkbox"/> LM parent involvement activities are collaboratively planned with teachers, administrators, and SIP initiatives (e.g., reading motivation activities and Internet resources for parents). <input type="checkbox"/> LM programming is reflective of current trends and research-based best practices as identified by local, state and/or national professional organizations.

* Educator Accomplished Practices <http://www.fldoe.org/profdev/FEAPs/>

Name:		Employee ID#:	
Position:	Assignment:		
Evaluator:	Date:		

Domain A: Planning/Instruction	Media Specialist	Rating Scores			
		HE	E	NI	U
A-1. Instructs students and staff on information literacy and inquiry based approaches.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
A.2 Teach library/ literacy skills in collaboration with teachers to support classroom instruction.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
A.3 The library/media instructional program includes literature appreciation and literature-based activities.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
A.4 Collaborates and plans with school staff creating an instructional partnership.		<input type="checkbox"/> 10.5	<input type="checkbox"/> 9.5	<input type="checkbox"/> 8.25	<input type="checkbox"/> 5.25
<i>Evidence:</i>					
<i>Domain A Section Comments:</i>					

Domain B: Curriculum/Assessment Support	Rating Scores			
	HE	E	NI	U
B.1 Establish and maintain a positive, organized, and safe learning environment that supports the schoolwide instructional program.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.2 Conduct professional development on emerging technologies, resources and strategies to support the schoolwide program.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.3 Establish goals for the library media program that are aligned with the school improvement plan.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.4 Demonstrate knowledge and understanding of a broad curriculum base.	<input type="checkbox"/> 14.8	<input type="checkbox"/> 13.4	<input type="checkbox"/> 11.6	<input type="checkbox"/> 7.6
<i>Evidence:</i>				
B.5 Use technology to review student assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	14.8	13.4	11.6	7.6
<i>Evidence:</i>				
<i>Domain 2 Section Comments:</i>				

Domain C: Resource Management	Rating Scores			
	HE	E	NI	U
C.1 Develop an effective public relations program to promote media resources and programs.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.2 Use local, regional, state and national guidelines in planning for media collections and services.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.3 Plan for the acquisition of materials and equipment which support the school improvement plan goals and which are necessary to support the media needs of students and staff.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.4 Monitor library/media activities, provide feedback, and adjust resources to meet student needs.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
C.5 Provide a variety of instructional resources and/or modifications/accommodations for all students including those with special needs or diverse backgrounds.	<input type="checkbox"/> 8.4	<input type="checkbox"/> 7.6	<input type="checkbox"/> 6.6	<input type="checkbox"/> 5.25
<i>Evidence:</i>				
<i>Domain 3 Section Comments:</i>				

Domain D: Professional Responsibilities/Program Administration	Rating Scores			
	HE	E	NI	U
D.1 Act in a professional and ethical manner and adhere at all times to The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.2 Perform assigned duties in an accurate and timely manner.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/>	<input type="checkbox"/>

			2.7	1.8
<i>Evidence:</i>				
D.3 Maintain confidentiality of student records	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.4 Support school initiatives by active participation in school activities, services, and programs.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.5 Certified in assigned content area.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.6 Comply and assist in enforcement of school rules, administrative regulations, and Board policies.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.7 Establish testing environment and administer tests in accordance with directions provided to ensure test security.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.8 Communicate about the library/media program effectively, orally and in writing, with students, parents, and community.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.9 Collaborates in a timely manner with students, parents, school staff, and other appropriate persons to meet students' needs and maintain positive relationships.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.10 Work with other teachers in curriculum development, special activities, and sharing ideas and resources.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.11 Communicates in understandable terms individual student progress to the students, parents, and colleagues who need access to the information.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.12 Engage in continuing improvement of instructional practices, learning theories, curriculum standards, and subject area content through professional learning.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.13 Collaborate and assist others in acquiring new knowledge and understanding.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.14 Conduct a personal assessment annually to determine professional development needs and programming adjustments.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8
<i>Evidence:</i>				
D.15 Attend trainings where new technologies and new uses for technology are explored and implement those into the library/media program.	<input type="checkbox"/> 3.5	<input type="checkbox"/> 3.2	<input type="checkbox"/> 2.7	<input type="checkbox"/> 1.8

<i>Evidence:</i>
<i>Domain D Section Comments:</i>

Domain	Rating	Max Points	Points Earned
Domain A: Planning/Instruction		42	
Domain B: Curriculum/Assessment Support		74	
Domain C: Resource Management		42	
Domain D: Professional Responsibilities/Program Administration		53	
Sum Instructional Domain Points			
Performance Measure Points			
Sum of Total Points and Overall Rating			