South Carolina School Librarian Evaluation Crosswalk
South Carolina Teaching Standards & School Librarian Evaluation Rubric

Based on nationally normed, research-based standards, the *South Carolina Educator Evaluation Rubrics* clearly define effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. **This document is a crosswalk meant to show how the South Carolina Teaching Standards are aligned with the South Carolina School Librarian Evaluation Rubric.**

School Librarian Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners
➢ Instruction 　　o Promoting Literacy	➢ Instruction 　　o Motivating Students 　　o Activities and Materials	➢ **Administrators**: When evaluating school librarian services, there is evidence that students are encouraged to read widely and consider multiple perspectives. ➢ **Practitioners:** There is evidence that the school librarian provides opportunities for students to access a wide variety of reading materials and explore various ideas and perspectives.

School Librarian Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners

➢ Instruction
    o Promoting Inquiry
	➢ Instruction
	    o Motivating Students
	    o Presenting Instructional Content
	    o Activities and Materials
	    o Teacher Content Knowledge
	    o Thinking
		➢ **Administrators:** When evaluating school librarian services, there is evidence that lessons and structures provide students opportunities to question, explore, and research in an organized fashion.
		➢ **Practitioners:** When delivering services the school librarian consistently leads the students through an inquiry-based research process as they seek information.

➢ Instruction
    o Motivating Learners
	➢ Instruction
	    o Standards and Objectives
	    o Motivating Students
	    o Activities and Materials
	    o Teacher Knowledge of Students
	➢ Planning
	    o Student Work
		➢ **Administrators:** When evaluating school librarian services, there is evidence that the school librarian understands her students and their interests and experiences. The school librarian utilizes this knowledge to provide students opportunities to construct meaning in a relevant way.
		➢ **Practitioners:** When delivering instruction the school librarian recognizes students' individual needs and interests, allowing them to lean into them in order to learn new content and formulate new ideas.

School Librarian Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners
➢ Instruction o Librarian Knowledge of Learners	➢ Instruction o Teacher Knowledge of Students ➢ Planning o Instructional Plans	➢ **Administrator:** When evaluating school librarian services, there is evidence that the school librarian purposefully differentiates instruction based on individual student needs. The school librarian plans with individual student needs, abilities, and cultures in mind. ➢ **Practitioner:** The school librarian builds on his or her knowledge of students to plan differentiated lessons that address individual students' needs, abilities, and cultures.
➢ Instruction o Learner Collaboration	➢ Instruction o Activities and Materials o Grouping Students o Thinking o Problem-Solving ➢ Environment o Environment	➢ **Administrator:** When evaluating school librarian services, there is evidence that the school librarian prioritizes problem-solving and thinking through the utilization of groups and student collaborative moments. ➢ **Practitioner:** The school librarian intentionally builds in collaborative activities for students in order to promote deeper understanding. This collaborative culture affects the classroom environment as a whole.

School Librarian Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners

➢ Instruction
    o Thinking
	➢ Instruction
	    o Motivating Students
	    o Activities and Materials
	    o Questioning
	    o Thinking
	➢ Planning
	    o Student Work
		➢ **Administrator:** When evaluating school librarian services, there is evidence that the librarian promotes different types of thinking. Lessons and structures encourage students to generate a variety of ideas and solutions, ask questions, and consider multiple perspectives. Student work products reflect this diversity of thinking.
		➢ **Practitioner:** The school librarian designs each lesson to encourage analytical thinking, practical thinking, creative thinking, and/or research-based thinking. Students are encouraged to consider multiple perspectives and generate a variety of ideas and solutions.

➢ Instruction
    o Problem-Solving
	➢ Instruction
	    o Activities and Materials
	    o Thinking
	    o Problem-Solving
		➢ **Administrator:** When evaluating school librarian services, there is evidence that the librarian designs lessons so students have the opportunity to utilize and build multiple information literacy skills.
		➢ **Practitioner:** The school librarian's activities and lessons allow students to utilize and build multiple information literacy skills.

School Librarian Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners

➢ Environment
   o   Multiple Perspectives
	➢ Instruction
	   o Activities and Materials
	   o Grouping Students
	   o Teacher Knowledge of Students
	   o Thinking
	➢ Environment
	   o Environment
	   o Respectful Culture
		➢ **Administrators:** When evaluating school librarian services, there is evidence that the school librarian structures lessons in a way that allows students to hear and react to diverse perspectives.
		➢ **Practitioners:** The school library environment welcomes and celebrates all students from culturally and linguistically different backgrounds. The librarian designs activities that allow students to think globally and consider diverse perspectives. The librarian pulls from his or her knowledge of students to promote this type of thinking.

➢ Environment
   o   Collaborative Conversations
	➢ Instruction
	   o Motivating Students
	   o Activities and Materials
	   o Grouping Students
	   o Teacher Knowledge of Students
	   o Thinking
	➢ Environment
	   o Environment
	   o Respectful Culture
		➢ **Administrators:** When evaluating school librarian services, there is evidence that students have opportunities to collaborate in groups and reflect on multiple viewpoints. This is reflected in the activities and materials that the school librarian designs as well as the general culture of the classroom.
		➢ **Practitioner:** The school librarian encourages collaborative group conversations so that students can grapple with the diverse perspectives of their peers. The school librarian pulls from his or her knowledge of students to group them in these conversations.

School Librarian Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners

➢ Environment
    o Learning Environment
	➢ Instruction
	    o Motivating Students
	    o Activities and Materials
	➢ Planning
	    o Instructional Plans
	➢ Environment
	    o Expectations
	    o Managing Student Behavior
	    o Environment
	    o Respectful Culture
		➢ **Administrator:** When evaluating school librarian services, there is evidence that the school librarian provides a safe and respectful classroom culture and creates activities in which students can feel comfortable to explore their own interests in the context of a lesson.
		➢ **Practitioner:** The school librarian intentionally considers his or her students when designing lessons in order to make the classroom environment safe and accessible for a diverse group of learners.

➢ Environment
    o Learner Feedback
	➢ Instruction
	    o Academic Feedback
	➢ Environment
	    o Expectations
		➢ **Administrator:** When evaluating school librarian services, there is evidence that high-quality and clear feedback is provided to students, which reflects high and clear expectations for students.
		➢ **Practitioner:** The school librarian frequently provides constructive feedback to students, reinforcing high expectations for each and every student. Feedback can also be provided among peers.

School Librarian Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners

➢ Environment
    o Learner Engagement
	➢ Instruction
	    o Motivating Students
	    o Presenting Instructional Content
	    o Activities and Materials
	    o Teacher Content Knowledge
	    o Thinking
	➢ Environment
	    o Environment
		➢ **Administrator:** When evaluating school librarian services, there is evidence that the students are engaged in the content through activities and structures that encourage positive and innovative utilization of information and information technology.
		➢ **Practitioner:** The school librarian engages students by modeling success through activities and lessons in which information and information technology are utilized in innovative and productive ways.

➢ Library Services and Management
    o Seeking Information
	➢ Instruction
	    o Standards and Objectives
	    o Motivating Students
	    o Activities and Materials
	    o Teacher Content Knowledge
	    o Thinking
	    o Problem-Solving
	➢ Planning
	    o Instructional Plans
	    o Student Work
		➢ **Administrator:** When evaluating school librarian services, there is evidence that the school librarian allows students to draw from their own experiences and backgrounds in order to problem solve and utilize research and obtain new information and understanding.
		➢ **Practitioner:** The school librarian's lessons, plans, and structures encourage students to obtain new information and understanding in ways that are relevant to their individual experiences.

School Librarian Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners

➢ Library Services and Management
    o Sharing and Crediting Sources
	➢ Instruction
	    o Standards and Objectives
	    o Presenting Instructional Content
	    o Activities and Materials
	    o Teacher Content Knowledge
	➢ Planning
	    o Instructional Plans
	    o Student Work
		➢ **Administrator:** When evaluating school librarian services, there is evidence that students understand how to ethically share and credit sources of the information they seek. The school librarian's lessons and activities frequently remind students of the importance of information ethics.
		➢ **Practitioner:** The school librarian builds in moments to remind students about the ethical implications of utilizing sources, including the need to adequately credit sources consistently.

➢ Library Services and Management
    o Resource Management
	➢ Instruction
	    o Teacher Content Knowledge
	➢ Environment
	    o Environment
		➢ **Administrator:** When evaluating school librarian services, there is evidence that the school librarian carefully chooses and curates the resources available to students.
		➢ **Practitioner:** The school librarian provides a safe and accessible learning environment by having chosen and curated resources in a thoughtful manner. Students trust that the librarian can easily access the materials that they need.

School Librarian Evaluation Rubric	South Carolina Teaching Standards	Implications for Administrators and Practitioners

➢ Library Services and Management
    o Library Administration
	➢ Planning
	    o Instructional Plans
		➢ **Administrator:** When evaluating school librarian services, there is evidence that the school librarian carefully planned a program that serves the learning goals of the school community.
		➢ **Practitioner:** The school librarian's plans and lessons serve the learning goals of the school community. The school librarian is efficient and thoughtful in how the library as a whole contributes to all students' success.