

# LIBRARY MEDIA SPECIALIST [LMS] FRAMEWORK

<p style="text-align: center;"><b>Domain 1: PLANNING AND PREPARATION</b></p> <p><b>1a Demonstrating Knowledge of Current Trends in Library/Media Practice, Information Technology and Literature</b></p> <ul style="list-style-type: none"> <li>• Content knowledge • Current trends • Age-appropriate literature</li> </ul> <p><b>1b Demonstrating Knowledge of Students and How the Library Program Can Address Their Needs</b></p> <ul style="list-style-type: none"> <li>• Student developmental levels, skills, backgrounds, interests abilities and special needs • Planning • Promoting reading</li> <li>• Collection development</li> </ul> <p><b>1c Establishing Goals for the Library/Media Program Appropriate To the Setting and the Learning Community Served</b></p> <ul style="list-style-type: none"> <li>• Clear and appropriate program goals • Short range and long range goals</li> </ul> <p><b>1d Designing a Coherent Library Program Integrated with the Overall School Program within Budgetary Guidelines</b></p> <ul style="list-style-type: none"> <li>• Diverse program • Collaboration with learning community</li> <li>• Current and diverse collection</li> </ul> <p><b>1e Developing a Plan to Evaluate the Library/Media Program</b></p> <ul style="list-style-type: none"> <li>• Organization around clear goals • Sources of evidence</li> </ul>	<p style="text-align: center;"><b>Domain 2: ENVIRONMENT</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Specialist interaction with students • Student interaction with students</li> </ul> <p><b>2b Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Inviting, flexible and attractive environment • Expectations for student engagement in a variety of literacies (reading, information, digital, etc)</li> </ul> <p><b>2c Establishing and Maintaining Library Procedures, Physical and Virtual Spaces, and Supervising Library Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Effective traffic flow, signage and use of space • Routines and procedures</li> </ul> <p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations • Monitoring behavior • Response to misbehavior</li> </ul>
<p style="text-align: center;"><b>Domain 4: PROFESSIONAL RESPONSIBILITIES</b></p> <p><b>4a Reflecting on Practice</b></p> <ul style="list-style-type: none"> <li>• Reflect on program • Program change</li> </ul> <p><b>4b Managing Accurate Library Records</b></p> <ul style="list-style-type: none"> <li>• Collection Development • Circulation and Budget Records • Inventories</li> <li>• Library use</li> </ul> <p><b>4c Communicating with School Staff and Community</b></p> <ul style="list-style-type: none"> <li>• Provides information • Promotes use of program • Solicits feedback</li> </ul> <p><b>4d Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues • Participation in school projects</li> </ul> <p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Professional development • Professional collaboration</li> <li>• Participates in professional organizations</li> </ul> <p><b>4f Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Advocates for learning • Knowledge of ethics of librarianship</li> </ul>	<p style="text-align: center;"><b>Domain 3: DELIVERY OF SERVICE</b></p> <p><b>3a Communicating with Members of the Learning Community</b></p> <ul style="list-style-type: none"> <li>• Clear communication • All members • Anticipates misconceptions</li> </ul> <p><b>3b Using Questioning and Research Techniques</b></p> <ul style="list-style-type: none"> <li>• Quality of questions • Critical Thinking</li> <li>• Student Research (process, techniques and strategies)</li> </ul> <p><b>3c Engaging Students in Literature and Learning Information Skills</b></p> <ul style="list-style-type: none"> <li>• Activities, grouping and materials • Engagement with Literature and information skills</li> </ul> <p><b>3d Assessment in Instruction (Whole Class, Small Group, and One-on-One)</b></p> <ul style="list-style-type: none"> <li>• Use of assessment • Student self-assessment • Monitoring of learning</li> <li>• Feedback to students • Assessment criteria</li> </ul> <p><b>3e Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Library program revisions • Learning community input</li> </ul>