

Rubric for Self-Assessment of Teacher-Librarian Role in Collaboration

Name _____ Topic/Theme _____ Class _____ Date _____

Key Components	Novice	Apprentice	Practitioner	Expert
Building Partnerships	Teacher-librarian (TL) focuses more on management tasks and less on collaboration. Primarily provides resources.	TL provides instruction on specific skills as requested by teachers. Provides resources which support the curriculum and suggests activities for their use.	TL has a year plan which includes goals and collaboration with all staff. Collaboration will include design and implementation of learning opportunities.	TL maximizes all opportunities for involvement with teachers. Is involved with school goals, classroom plans, and school-wide activities. Active participant in the professional learning community of the school.
Instructional Leadership	TL provides service as requested by teacher and adopts teacher's instructional plan	TL promotes information literacy skills to be integrated into instructional units.	TL integrates information literacy skills into collaboratively planned instruction. Provides leadership in best practise of instructional strategies.	TL models and supports teachers in experimentation and best practise in instructional design and implementation.
Development of Information Literate Learners	TL teaches information literacy skills in isolation of the curriculum.	TL Information literacy skills are integrated into instruction; focus is on accessing and locating information	TL Information literacy skills are integrated into instruction; instruction expands beyond locating information to include analysis, synthesis and evaluation.	TL and teachers share the responsibility for the integration of information literacy skills into instruction. Authentic learning tasks provide students the opportunity to apply skills in new and unpredictable situations.
Accommodating School Environment Factors	TL and teacher collaboration is limited by the roadblocks created in the school environment i.e. scheduling, principal support, collection etc.	TL attempts to modify school environmental factors to be more consistent with school library best practise. Tries to reach many staff members	TL creates modifications to school environmental factors as well as developing strategies to more effectively adopt best practise. Works with as many staff as possible.	TL takes full advantage of and/or strategically overcomes roadblocks in school environment i.e. schedule, resource centre, collections and all other factors to provide collaboration with all members of the staff.