



Information Literacy Rubric: Teacher-Librarian Self-Assessment

[Consider your placement on the rubric in light of the receptiveness of your staff members.
Not all interactions will be at the “expert” level at all times.]

Key Component	Novice	Apprentice	Practitioner	Expert
Instruction of Information Literacy	Information literacy skills (ILS) are taught in isolation of the curriculum.	ILS are integrated into instruction in a haphazard manner; focus is on location of resources and lower-order thinking skills.	ILS that challenge higher-order thinking skills are integrated into instruction in a deliberate and sequential manner.	Authentic learning tasks provide students the opportunity to apply skills in new and unpredictable situations.
Collaborative Partnerships	Teacher-librarian (TL) provides ILS instruction when requested or a need arises.	TL and teacher discuss the learning objectives and the ILS that students will require to be successful; TL may assist instruction.	TL and teacher deliberate on the needs of the learners and the subject and information literacy objectives; some co-teaching is involved.	TL and teacher form a partnership which includes the design, implementation and assessment of the learning opportunity.
Library Resources	Library collection is weighted heavily on print resources.	Library collection contains print and non-print resources, and limited online resources.	Library collection contains print and non-print resources; TL provides coaching & mentoring on use of online resources.	Library collection contains a variety of resource formats with breadth and depth; support for the use of all resource formats is readily available for students and staff.
Research Model	No consistent plan to guide the inquiry and research process.	Research models vary from teacher to teacher; no consistent terminology or process.	A research model is adopted school wide providing students with consistent terminology and processes.	The research model is internalized in students so that they have the skills necessary to become self-directed, lifelong learners.
Assessment	Assessment is teacher driven and is primarily summative with a focus on the end product.	There is an attempt to assess the process as well as the product.	There is a balance between the assessment of the process and the product; some student involvement in the assessment process.	A wide range of assessment strategies are used to evaluate student products and performance; students are actively involved in the assessment process.

The Reflective Practitioner

Reflect: Where am I on the continuum?

Celebrate: What am I doing well?

Act: Identify one area for improvement. Brainstorm strategies to help you achieve this goal.