

***FRAMEWORK FOR EVALUATION***

**LIBRARY INFORMATION SPECIALIST  
STATE MODEL**

*for*  
**LOCAL EVALUATION**

**MANUAL**

**TENNESSEE DEPARTMENT OF EDUCATION**

*Revised 2009*

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# **FUNDAMENTAL BELIEFS & PRINCIPLES**

## **FUNDAMENTAL BELIEFS AND PRINCIPLES**

### **THE PROGRAM**

- ◆ The most important goal of the evaluation program is program/instructional improvement.
- ◆ A sound evaluation program focuses on performance rather than credentials.
- ◆ To be most useful, the evaluation program must be coupled with a strong professional development program.

### **THE LIBRARY MEDIA SPECIALIST**

- ◆ The Library Media Specialist wants to be a competent professional.
- ◆ Effective programs/instruction is the primary elements in the overall role of the Library Media Specialist.
- ◆ It is possible to assess differences in Library Media Specialist performance.
- ◆ The skills needed and manifested by experienced Library Media Specialists are not different from those needed and manifested by beginning Library Media Specialists.
- ◆ Most, if not all, Library Media Specialists can improve performance.

### **THE EVALUATOR**

- ◆ Rigorous training is essential to the development of an evaluator.
- ◆ Evaluation is best conducted by a team of evaluators rather than a single individual.
- ◆ The evaluator must have a commitment to instructional improvement.

### **THE PROCESS**

- ◆ The evaluation process should not discourage diversity in teaching behavior.
- ◆ Multiple observations are necessary to obtain a reliable picture of teaching behavior.
- ◆ Effectiveness of Library Media Specialist behavior must be assessed in light of student's school and/or school system characteristics, needs, and organizational structures.
- ◆ The evaluation process should focus on the identification of patterns of behavior.

- ◆ Multiple sources of data are essential to the development of a complete picture of overall performance.

## **THE EVALUATION INSTRUMENTS**

- ◆ The evaluation instruments must be developed from the evaluation process.
- ◆ The instruments must be understood by all Library Media Specialists and administrators.
- ◆ The instruments must assess the performance of competencies/skills deemed important to effective performance.
  - ◆ Checklists and rating scales are useful only as reflections of summarized information.

# OVERVIEW

## OVERVIEW

The Comprehensive Education Reform Act of 1984 (CERA) requires apprentice Library Media Information Specialists be evaluated at the local level using this state model or a locally developed plan that has been approved by the State Board of Education. The local system has the option of evaluating specialists more often than required by law.

Groups of Library Information Specialists who must be evaluated to meet the requirement of the law are:

- ◆ Library Media Specialists with Apprentice License - Apprentice Library Media Specialists are specialists who are in their first through third years of teaching. Apprentice specialists must be evaluated each year.
- ◆ Library Media Specialists with Professional License - Library Media Specialists in this category must be evaluated with one formal evaluation every 5 years. Performance Assessment is conducted 2 times in the 5 year cycle.

Evaluations shall be conducted by the building level principal or their designee. The designee must be the person responsible for evaluating Library Media Specialists as defined by the local board of education.

## FOCUS OF EVALUATION

Library Media Specialists are evaluated in seven major areas (domains) of competency. The seven domains are:

- ◆ Planning
- ◆ Teaching Strategies
- ◆ Selection
- ◆ Evaluation
- ◆ Management
- ◆ Leadership
- ◆ Communication

## INDICATORS

There are specifics within the broad domains of competence that are examined. For example, in measuring Planning, the evaluation assesses if a Library Media Specialist establishes appropriate

goals and objectives. The specific sections within the broad competencies are referred to as **indicators**. In this manual, the **domains** are preceded by Roman numerals. The **indicators** are lettered statements labeled, A, B, C, and D.

## **COMPETENCIES, INDICATORS AND MEASUREMENT STATEMENTS**

### **I. PREPARES EFFECTIVELY FOR MEDIA CENTER OPERATION**

A. Establishes appropriate goals and related objectives for library media programs, including library instruction.

- ◆ Establishes long-term goals
- ◆ Selects and sequences short-term objectives in accordance with goals and student/faculty needs

B. Prepares instructional plans and materials incorporating principles of effective instruction.

- ◆ Correlates library media center instruction with classroom instruction
- ◆ Plans and selects programs with teachers for the teaching of research and referencing skills appropriate to all levels of students served by the school
- ◆ Prepares teaching procedures for introducing goals and objectives to students
- ◆ Identifies content, materials, and media needed for instruction and arranges for them
- ◆ Addresses both lower and higher level thinking skills

C. Plans for effective scheduling of the Library Media Center

- ◆ Identifies user groups
- ◆ Establishes appropriate time blocks for each user group

### **II. USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO CONTENT, OBJECTIVE AND STUDENTS**

A. Provides a clear description of the learning task and its content.

- ◆ Provides correct/current information
- ◆ Provides an overview of material to be covered
- ◆ Provides directions and explanations related to lesson content/concepts

- ◆ Helps students integrate content/concepts
  - ◆ Paces learning tasks according to difficulty of material
  - ◆ Provides examples of how task is to be completed
  - ◆ Distinguishes steps in the learning task
  - ◆ Provides appropriate language model for students
- B. Monitors student understanding and re-teaches as necessary
- ◆ Identifies student instructional levels before beginning instruction
  - ◆ Clarifies directions and explanations when students misunderstand
  - ◆ Paces learning activities to accommodate student difference
  - ◆ Attends to student needs in order of importance
- C. Provides students with appropriate practice and review
- ◆ Requires students to apply skills and concepts
  - ◆ Uses responses and questions from students in teaching
  - ◆ Utilizes alternative and supplemental activities which address instructional objectives
  - ◆ Requires students to explain, compare, or evaluate content/concepts
  - ◆ Provides supervised practice with the application of content/concepts
  - ◆ Provides seatwork/homework for independent practice
- D. Establishes and maintains student involvement in the learning task
- ◆ Helps students recognize the purpose and importance of the learning activities
  - ◆ Maintains student focus on the learning task
  - ◆ Provides students opportunities to participate in learning tasks

- ◆ Monitors student involvement with the learning task and adjusts teaching procedures to enhance student involvement

### **III. EVALUATES AND SELECTS APPROPRIATE LEARNING MATERIALS AND EQUIPMENT FOR THE LIBRARY MEDIA CENTER**

#### **A. Develops and administers procedures for previewing, evaluating, and selecting materials and equipment**

- ◆ Establishes selection policies and procedures for the acquisition of materials and equipment
- ◆ Identifies, uses, and makes available for faculty the bibliographic tools available as aids in evaluating and selecting materials and equipment
- ◆ Establishes and maintains a consideration file for reviews and evaluations of materials and equipment
- ◆ Follows written procedures for dealing with challenged materials.

#### **B. Evaluates and selects with teacher input resources to support the instructional program(s) of the school**

- ◆ Interprets with teachers the input and content value of materials as these relate to instructional objectives.
- ◆ Obtains up-to-date materials and equipment in accordance with instructional goals and objectives and school system procedures

#### **C. Assists teachers in developing units of instruction using library resources**

- ◆ Assists teachers in producing and using media/materials for classroom use
- ◆ Assists teachers in operating or learning to operate equipment
- ◆ Assists teachers in developing units of instruction
- ◆ Assists teachers in teaching jointly planned units of instruction

### **IV. USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER OPERATION AND LIBRARY INSTRUCTION**

#### **A. Uses information about student interest and performance to improve library resources and instruction**

- ◆ Uses evaluation materials or procedures to obtain information about student interests and performance

- ◆ Uses student performance data in improving media center resources and programs
- B. Evaluates media center programs and services regularly
- ◆ Evaluates planned units of library instruction with teachers
  - ◆ Establishes and uses systematic procedures for evaluating library and media collections
  - ◆ Solicits evaluation of library media center services at least from students and faculty and uses results to improve services
- C. Improves student performance
- ◆ Improves students' academic achievement in relevant subject area(s)
  - ◆ Improves students' attitudes toward learning
- D. Reports student status and progress to students
- ◆ Provides feedback/correction of errors during supervised practice
  - ◆ Returns corrected work promptly
  - ◆ Provides specific information for improvement of work
- V. MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION EFFECTIVELY**
- A. Establishes and maintains appropriate student behavior
- ◆ Provides guidelines for student behavior
  - ◆ Applies specific and reasonable sanctions for inappropriate student behavior
  - ◆ Controls situations in which inappropriate behavior is likely to occur
  - ◆ Uses verbal and nonverbal management techniques effectively
- B. Establishes and maintains a climate conducive to learning
- ◆ Demonstrates positive verbal behavior to library users
  - ◆ Demonstrates positive nonverbal behavior to library users

- ◆ Indicates confidence that all students can and will learn
- ◆ Encourages effort and progress
- ◆ Supports student excellence and achievement
- ◆ Handles minor interruptions without disruption to current task

C. Makes effective use of library media center resources

- ◆ Arranges and uses facilities to accommodate different types of learning activities
- ◆ Arranges furniture and equipment to facilitate movement of users and staff
- ◆ Organizes placement and storage of instructional materials and equipment to facilitate quick and easy access by users
- ◆ Provides clear, detailed plans, directions, and schedules for aides and volunteers
- ◆ Develops displays, presentations, and/or activities to acquaint users with materials available in various areas
- ◆ Refers library users to public or community information sources when school resources are inadequate
- ◆ Promotes library media center program to student, faculty, and community to alert them to available media resources and services
- ◆ Integrates instructional resources with teacher procedures
- ◆ Maximizes available learning time

D. Systematically acquires, organizes, processes, and circulates materials and equipment

- ◆ Prepares and submits a library media center budget based on specific program goals and objectives with written justification, and maintains ongoing financial records
- ◆ Provides for an ongoing or annual accounting of materials and equipment
- ◆ Regularly withdraws unusable, worn, and out-of-date materials and equipment from the collection
- ◆ Maintains an up-to-date card catalog

- ◆ Circulates all types of media to students and faculty

## **VI. ESTABLISHES AND MAINTAINS A PROFESSIONAL LEADERSHIP ROLE**

### **A. Improves professional skills and knowledge**

- ◆ Takes formal coursework related to assignment/advancement
- ◆ Obtains graduate degree(s) related to assignment/advancement
- ◆ Participates in "non-required" staff development activities
- ◆ Uses ideas from books, professional journals, and professional organizations to enhance library operation and instruction
- ◆ Tries new methods/approaches in the media center and evaluates their success
- ◆ Seeks and utilizes community resources to enhance media center operation and teacher instruction

### **B. Takes a leadership role in improving education**

- ◆ Conducts workshops/training sessions
- ◆ Creates materials/programs/ideas and shares with others
- ◆ Holds a leadership position in school/school system
- ◆ Assists in establishing school's goals and takes an active role in achieving them
- ◆ Takes an active role in resolving school problems
- ◆ Promotes parent/community interest in the school
- ◆ Initiates activities and projects in the school
- ◆ Shares materials and resources with peers and administrators
- ◆ Discusses professional topics with peers and others
- ◆ Assists peers and others in identifying and solving instructional problems
- ◆ Works cooperatively with peer, administrators and community members in planning and implementing curricular and extracurricular activities

### **C. Performs professional responsibilities efficiently**

- ◆ Maintains accurate and up-to-date records
- ◆ Completes assigned tasks on schedule
- ◆ Arrives on time to media center, meetings, and other scheduled activities
- ◆ Maintains a satisfactory record of attendance
- ◆ Manages routine business and record keeping efficiently
- ◆ Follows applicable policies and procedures of the state

## VII. COMMUNICATES EFFECTIVELY

- A. Writes clearly and correctly
- B. Communicates oral information effectively
- C. Reads professionally relevant literature/materials with comprehension

## EVALUATION PROCESS

Evaluations are to be conducted by the building level principal or their designee. The use of a team of evaluators is optional.

Throughout the evaluation process, the evaluator gathers information about the Library Media Specialist through instructional and management observations, conferences with the specialist, and a review of the specialist's professionally related materials and professional leadership activities.

This information must be reviewed with the specialist at a year-end conference and be translated into a five-point rating scale.

**Scores are generated for indicators of competence rather than for assessment instruments or processes. Rating scales** are provided in this manual for each item being scored. Each scale consists of five **descriptors**. After ratings on each scale within a competency are completed, the rating is averaged to provide a final rating on the domain of the specialist.

## COMPETENCY SCORES

One does not expect beginning Library Media Specialists to have the same levels of performance as more experienced specialists. Therefore, the following patterns of performance, as indicated by competency scores, should be present for an individual's performance to be judged satisfactory:

1. Library Media Specialist with Apprentice License (first year teachers)-for the first six competencies: 3 competency scores of 3.0 or higher and 2 scores of 2.0 or higher; For

Competency VI (Leadership): a score of 2.0 or higher; for Competency VII (Communication), a score of 3.0 or higher.

2. Library Media Specialists with Apprentice License (second and third year teachers applying for Professional License)-for the first six competencies; 3 competency scores of 4.0 or higher and 3 scores of 3.0 or higher; and for Competency VII (Communication), a score of 4.0 or higher.
3. Library Media Specialist with Professional License-for the first six competencies: 4 scores of 4.0 or higher and 2 competency scores of 3.0 or higher; and for Competency VII (Communication), a score of 4.0 or higher.

# **STEPS IN EVALUATION PROCESS**

## STEPS IN EVALUATION PROCESS

### INTRODUCTION

Evaluations are to be conducted by the building level principal or their designee. The designee must be the person responsible for evaluating specialists as defined by the local board of education. The use of a team of evaluators is optional. **\*All evaluators must have been trained in the evaluation procedures before conducting evaluations.** If a team of evaluators is used, the principal or designee shall determine the responsibilities of each team member and shall be responsible for the final evaluation decision.

Some steps in the evaluation process are required for all groups of teachers. Some steps are required only for Library Media Specialists in specific categories. Evaluation instruments used in the process are located at the back of the manual.

### APPRENTICE LIBRARY MEDIA SPECIALIST

To evaluate a Library Media Specialist who is at the apprentice level the following must be done:

- ◆ The evaluator(s) must review the specialist's previous evaluations (could use self-assessment)
- ◆ The evaluator(s) must review the specialist's in-service and professional development activities (could use EIR # 3 & 4)
- ◆ The evaluator(s) must review the specialist's program plan and related daily plan (similar to lesson plan)
- ◆ The evaluator(s) must observe the specialist in the classroom at least three times. Two observations must be conducted in management and one observation in instruction - (pre- and post observation conferences required)
- ◆ The evaluator(s) must complete the Library Media Specialist Conference Information Gathering Form
- ◆ The evaluator(s) must work with the specialist in completing the Development Plan (use Future Growth Plan)
- ◆ The evaluator(s) must complete the Summative Evaluation Form

## **PROFESSIONALLY LICENSED LIBRARY MEDIA SPECIALIST**

To evaluate a Library Media Specialist for renewal of a certificate the following must be done:

- ◆ The evaluator(s) must review the specialist's previous evaluations (Self-assessment)
- ◆ The evaluator(s) must review the specialist's in-service and professional development activities (could use EIR # 3 &4)
- ◆ The evaluator(s) must review the specialist's program plan and related daily plan (similar to lesson plan)
- ◆ The evaluator(s) must observe the specialist in the classroom at least two times (one observation must be in management and one observation must be in instruction with pre and post observation conferences required)
- ◆ The evaluator(s) must work with the specialist in completing the development plan
- ◆ The evaluator(s) must complete the Summative Evaluation Form

**STEP ONE:  
REVIEW OF PREVIOUS  
EVALUATIONS**

## **STEP ONE: REVIEW OF PREVIOUS EVALUATIONS**

Step One: Review of previous evaluations is required for all Library Media Specialists. Prior to scheduling the evaluation activities, the evaluator(s) must review the previous evaluations of the specialist. These evaluations are to cover the last two state mandated evaluations.

Areas for needed improvement should be noted and plans to address these areas should be discussed as part of the first pre-observation conference or during another conference. The specialist should have an opportunity to explain professional development activities which they have undertaken to improve performance. Areas of strength should be examined from the previous evaluations in order to share positive areas of performance with the specialist.

**STEP TWO:  
REVIEW OF INSERVICE  
&  
PROFESSIONAL  
DEVELOPMENT  
ACTIVITIES**

## **STEP TWO: REVIEW OF INSERVICE AND PROFESSIONAL DEVELOPMENT ACTIVITIES**

Step Two: Review of In-service and Professional Development Activities is required for apprentice and/or non-tenured Library Media Specialists. In the first conference of the year, the evaluator(s) should review with the specialist the status and needs of their current professional activities.

The LIBRARY MEDIA SPECIALIST CONFERENCE INFORMATION GATHERING FORM should be used as a guide during this review. This review should encompass activities undertaken since the last completed evaluation. This initial review will provide the basis of assisting the specialist during the year and will provide information for assessing development at the end of the evaluation process. The competency being measured throughout the evaluation process is:

### **VI. Establishes and maintains professional leadership role**

Throughout the year, evaluator(s) should discuss with the specialist their continuing professional development activities. At the end of the year, the LIBRARY MEDIA SPECIALIST CONFERENCE INFORMATION GATHERING FORM should be completed. This form is shown in the Instrument Section of this manual.

**STEP THREE: REVIEW OF  
PROGRAM PLAN/  
DAILY PLAN**

### **STEP THREE: REVIEW OF PROGRAM PLAN/DAILY PLAN**

Step Three: Review of Program Plan/Daily Plan is required for apprentice and/or non-tenured Library Media Specialists.

Sometime prior to the first observation, the specialist will provide the principal with a program plan and at least one daily plan from that unit. The program and daily plan provide data for measuring the following competencies:

- I. Prepares effectively for library media center operation.
- II. Uses teaching strategies and procedures appropriate to the students, content, and objectives.

The principal will analyze the program plan and the daily plan and report strengths and needs to the specialist. This analysis may be shared with the specialist during the first post observation conference or during another conference. If the first plans submitted are rated high on the analysis sheet, no further plans will be required. However, if a need for improvement exists, a second plan should be requested for analysis prior to the second classroom observation.

The form used for this procedure is the ANALYSIS OF PROGRAM PLAN AND DAILY PLAN. This form is shown in the Instrument Section of this manual.

**STEP FOUR: THE  
INSTRUCTIONAL  
&  
MANAGEMENT  
OBSERVATIONS**

## **STEP FOUR: INSTRUCTIONAL AND MANAGEMENT OBSERVATIONS**

### **INSTRUCTIONAL OBSERVATION EXPLANATION**

A Library Media Specialist must obtain a teaching license before obtaining an additional endorsement in library science; therefore, a Library Media Specialist is first and foremost a teacher. Throughout the school year, it is necessary that a Library Media Specialist teach students library media skills or skills related to the library media program. The procedures used in the instructional observation are much like those used in observing the general education teacher.

The instructional observation instrument, along with the pre- and post conference instruments, is included in the Instrument Section of this manual. It is important to note that although these instruments are the same as those used with the general education observation; some of the Roman numerals on the left-hand side of the Instructional Observation Instrument are different from those used for general education teachers. The Roman numerals relate to the Library Media Specialist Competencies and Indicators which are listed on pages 8 through 14 of this manual.

### **MANAGEMENT OBSERVATION EXPLANATION**

An effective specialist makes the library facility and resources accessible to its users. Users may be identified as anyone who makes use of the library with the exception of library staff personnel. For example, users may include students, teachers, and others who use the library facility. Staff personnel are those persons working under direct supervision of the specialist. Library volunteers, students, or library aides may be classified as staff personnel.

The library management observation is used when the Library Media Specialist performs duties in maintenance and management of the library facility and resources and in providing assistance to the users. It is expected that an effective specialist will interact, directly or indirectly, with all library users, regardless of their degree of dependency on the specialist for assistance. They use strategies appropriate to individual users. The ultimate goal of the effective specialist is to develop independent library users.

During the management observation, the observer will focus on specialist behaviors as they assist the library users and library staff, and on user behaviors as the users participate in library activities.

Although it is expected that a variety of behavior/user activities would be observed in the course of the management observation, it is not expected that all behavior/activities be observed in one management observation. Because of the nature of the observation, it is expected that the Library Media Specialist prioritize needs in the library and make adjustments as needed.

## STEP FOUR: THE MANAGEMENT OBSERVATION

### PROCEDURES

**Step Four: The Management Observation** is required for all Library Media Specialists. The observation is a three step process: a pre-observation conference, the visit to the library, and the post observation conference. This sequence of activities contributes to the understanding and evaluation of the specialist's performance.

Apprentice and/or non-tenured specialists have three observations during the school year. Two observations should be conducted in management and one in instruction. **Professionally licensed specialists** must be observed in the library at least twice during the school year. One observation should be conducted in management and one in instruction.

At least one observation must be done by the building level principal or board appointed designee. At least one of the observations should be scheduled. A mixture of scheduled and unscheduled observations will provide the best picture of the specialist's performance. When an unscheduled observation is held, the evaluator should meet briefly with the specialist before the class to review information on the pre- and post observation form before beginning the observation.

### THE MANAGEMENT PREOBSERVATION CONFERENCE

The pre-observation conference is an extremely important part of the observation sequence and the total evaluation process. It is during this conference that the evaluator establishes a perspective on the library media center, learner, and library period which they are planning to observe. This conference also provides information about conditions which may impact the specialist's performance. Further, and perhaps more importantly, the pre-observation conference provides an opportunity for the evaluator to establish rapport with the specialist being observed. Rapport is essential to the establishment of a "helping" relationship, to the post observation sharing of strengths and areas needing improvement, and to the proposal of recommendations for improvement.

In case of a scheduled observation, the pre-observation conference can be scheduled and held preceding the observation at a time convenient to the specialist and evaluator. The conference however, should be held within three days of the visit. Before the conference, the specialist may complete the pre-observation portion of the PRE- AND POSTOBSERVATION CONFERENCE RECORD to save time during the conference. In this situation, at least twenty (20) minutes should be set aside to conduct the conference.

## **RECORDING THE PREOBSERVATION CONFERENCE FOR MANAGEMENT**

The evaluator or specialist records information about the focus and major activities of the library period, the activities in which the student will engage, the activities in which the specialist will engage during the lesson, special conditions existing in the library or students which might have various needs, and any special areas which will be major focuses of this observation.

The top of the form should be completed with the Library Media Specialist's name, the observation number (1, 2, 3), and the date of the observation. The "a" part of I-III should be completed and parts IV and V should be completed. The following questions may serve as a guide for obtaining this information:

I. Major User Activities (Planned and Anticipated)

As I watch library users, what can I expect to see them do during the observation? Please tell me about activities that are both planned and anticipated.

II. Major Library Media Specialist Activities (Planned and Anticipated)

As I watch you, what can I expect you to do during the observation? Please tell me about activities that are both planned and anticipated.

III. Relationship of Activities to Library Goals and Objectives

How do the above activities relate to (and help accomplish) your library program goals and objectives?

IV. Special Conditions

Are there special conditions among your students or in the library media center or resources that affect your library program?

## **THE MANAGEMENT OBSERVATION**

The observation focuses on effective management practices. The evaluator should schedule at least a forty-five minute block of time for the management observation. Because of the nature of the management observation, the evaluator should plan to closely follow the specialist as they perform duties within the library period. This will be extremely important in the evaluation of the specialist's performances.

The evaluator needs to recognize and record Library Media Specialist and student behaviors as they occur in the library. Checks in the blanks provided should be accompanied by descriptive notes in the "Notes" column which support or explain checks recorded. A copy of this MANAGEMENT OBSERVATION INSTRUMENT is shown on page 133 in the Instrument Section. This information will be used as input for the completion of the form SCORES FROM

THE SUMMATIVE EVALUATION after all observations and other data collection procedures are completed.

## **RECORDING THE OBSERVATION**

The observation instrument contains six clusters of items. Each cluster of items provides information about an observable indicator within one of the domains of competence (IB, IIA, etc.). To the right of the item clusters is space in which to record supporting information.

On the reverse side of the instrument are blanks in which to complete certain demographic data and additional space for notes and comments.

To complete the process of coding, the evaluator must be able to identify clearly the interactions in progress. In essence, the evaluator asks themselves questions in an attempt to identify specific behaviors. Examples of these questions are:

- ◆ In what activity (cluster) is the specialist involved?
  - Assists students?
  - Learner behavior?
  - Climate setting?
  - Assists teachers/others?
  - Specialist activities/Use of resources?
  - Communication?
- ◆ What is the user behavior? What are the users doing?
- ◆ What specific specialist behavior within the cluster is the specialist exhibiting?
- ◆ What have I seen or heard that supports my decision?

Following are descriptions, definitions and examples of each management activity, specialist behavior, and user action which are to be coded.

### **ASSISTS STUDENTS**

An effective specialist assists students in two major need areas: those related to school curriculum areas and those related to student personal needs. The degree of assistance provided

by the specialist depends on the ability of the student in the use of the library and the immediate needs of the student. It is expected that an effective specialist will interact, directly or indirectly, with all students using the library regardless of their degree of dependency on the assistance. The effective specialist provides opportunities for students to augment or enhance their learning through awareness and informational activities. For a student who is partially dependent on the specialist, the effective specialist will frequently monitor to see what type, if any, assistance is needed. The effective specialist uses assistance strategies which develop the student as an independent user. A dependent user is not able to handle a particular situation and must depend on the specialist. A dependent user wastes academic learning time if the specialist is not aware of this need for professional assistance. An effective specialist will provide instruction on the use and aspects of the library for this type of student rather than cursory assistance. The effective specialist relies less on student or other staff help for assisting the dependent student and relies more on their professional training.

### **(IB) PLANS WITH STUDENTS**

Mark this category when the specialist assists students as they plan for class activities, projects, or other school related functions.

- ◆ Library Media Specialist helps a child map out plans for a class puppet show.
- ◆ Library Media Specialist helps a group of World History students plan for a class project on the Renaissance period.

### **(IIA) DIRECTIONS FOR TASK**

Mark this category when the specialist describes what the students are to do during the library period, how they are to do it, or when they are to do it. These directions must have a direct relationship to the learning task.

"I have samples of the correct format for the term paper on the table at the back of the room. You will need to follow this format exactly in preparing your paper."

"Today we will go to our independent library activities. You will need to begin immediately."

### **(IIA) INSTRUCTION/INFORMATION**

Mark this category when the specialist provides information or in-depth instruction to learners. In order to check instruction, there must be an overt attempt on the part of the specialist to teach a concept or skill.

- ◆ Library Media Specialist instructs a student on procedures for locating information in the card catalog.

- ◆ Library Media Specialist instructs a student on use of an index for locating information in an encyclopedia.
- ◆ Library Media Specialist instructs a student on operating equipment.
- ◆ Library Media Specialist instructs a student on math problem (or on any other academic area).

**(VC) EQUIPMENT OPERATION**

Mark this category when the specialist assists a student who is having difficulty in operating equipment, needs assistance in equipment maintenance, or when the specialist is providing guidance in the use of the equipment. Assistance in the use of equipment is more procedurally related and should not be confused with in-depth instruction which is described later.

- ◆ Specialist adds paper to copy machine being operated by student user.

**(VC) MATERIALS PRODUCTION**

Mark this category when assistance is provided to students in the creation of various materials. Location of production type of activities is typically in a specialized area of the library. Materials created by students may be for use in the classroom or library. The students producing materials should be users of the library and not student staff.

- ◆ Specialist helps a student (in a non-overt instructional manner) with making a puppet.
- ◆ Specialist assists a student as he makes a border on an overhead projector overlay.

**(VC) BROWSING**

Mark this category when the Library Media Specialist assists students in pre-selection type of activities. These activities include such things as assisting students to inspect library offerings in a leisurely or casual way or providing guidance for possible selection of materials. Although browsing typically occurs in the stacks, it can also occur in other areas of library offerings.

- ◆ Specialist helps a student in reviewing books on aviation in the science section of the stacks.

**(VC) RESOURCE SELECTION**

Mark this category when the Library Media Specialist assists students with the selection of resources. This assistance includes such things as helping students use the card catalog to make selections or providing suggestions for finding resources.

- ◆ Specialist assists a student who needs information on aviation.

- ◆ Specialist suggests an additional resource to a student working on a class report.

### **(VC) LEARNING CENTER**

Mark this category when the specialist assists students at a learning center. This assistance includes such things as enhancing or augmenting practice skills, monitoring student learning, or preset up activities. Location of learning centers are typically in specialized areas of the library.

- ◆ Specialist assists a student getting started at a learning center when the student first arrives.
- ◆ Library Media Specialist asks questions (can be academic or procedural) of students at a learning center.

## **LEARNER BEHAVIOR**

Indicator A of Competency V states that an effective Library Media Specialist “establishes and maintains appropriate learner behavior.” This cluster focuses evaluator attention on two specific types of learner behavior which are inappropriate in a library where task-orientation and student productivity are desired. Pattern or reoccurrences of behavior are important when checking these categories.

### **(VA) STUDENTS OFF-TASK**

Mark this category when students either individually or in groups are engaged in behaviors not related to the library activities. A tally of individuals observed to be off-task during the observation period should be recorded in the “Comments” section. Note also in the comments whether or not the specialist takes action.

### **(VA) STUDENTS DISRUPTIVE**

Mark this category when students are not only off-task but are disrupting others in the library. Again, a tally of these events should be recorded in the “Comments” section. Specialist actions in response to these behaviors, if any, should also be noted under Comments.

## **CLIMATE**

Indicator B of Competency V states that the effective Library Media Specialist establishes and maintains a climate conducive to learning. “Positive Affect,” one of the specialist behaviors in this cluster, assists in developing positive climate while “Favoritism” and “Lack of Respect” detract from positive climate.

**(VB) POSITIVE AFFECT**

Mark this category when the Library Media Specialist behavior contributes to the development of a comfortable atmosphere which is conducive to learning. Such verbal or nonverbal behaviors may accompany action recorded in the specialist behavior column. For example, the specialist might use enthusiastic gestures as they deliver content. Other examples include but are not limited to:

- ◆ Using interesting aspects of content
- ◆ Responding courteously or with respect
- ◆ Encouraging learners who have difficulty (in addition to the feedback)
- ◆ Using names in warm or friendly way
- ◆ Reinforcing learners who do well (in addition to the feedback)
- ◆ Standing or sitting near students
- ◆ Using examples which are particularly relevant to students

In any case, the effectiveness of the specialist's behavior should be considered. Standing near students or gesturing does not necessarily produce desirable affect.

If obviously negative behaviors are observed (i.e., sarcasm or rudeness) the incident should be noted in the space for comments.

**(VB) FAVORITISM**

Mark this category when the specialist demonstrates overt favoritism toward individuals or groups of students. A check on this line must be accompanied by explanatory comments in the "Comments" section.

**(VB) LACK OF RESPECT**

Mark this category when the Library Media Specialist exhibits behaviors which demonstrate lack of respect for students either as individuals or groups. A check on this line must be accompanied by explanatory comments in the "Comments" section. Examples of behaviors are:

- ◆ Specialist belittles an individual or group of students
- ◆ Specialist jokes about a particular ethnic group
- ◆ Specialist speaks rudely to students

- ◆ Specialist does not grant students the social amenities they would grant to others

### **ASSISTS TEACHERS/OTHERS**

The categories in this cluster are coded in the same manner as those in “Assists Learners” cluster for the following categories:

#### **(IB) PLANS WITH TEACHERS**

#### **(IIIC) EQUIPMENT OPERATION/PRODUCTION/INFORMATION/ INSTRUCTION**

#### **(IIIC) BROWSING/RESOURCE SELECTION**

Notice that “Instruction” is included with the “Equipment Operation/Production” category. It is important to note that, at times, the specialist may need to provide in-depth instruction to teachers. The “Learning Center” category has been omitted from the list of behaviors, because teachers will not participate in activities at learning centers.

### **LIBRARY MEDIA SPECIALIST**

The Library Media Specialist performs a variety of services that do not focus directly on assisting learners, teachers, and others. These services are necessary for the promotion or maintenance of the library and should be checked by the evaluator using the following descriptions.

#### **(IB) PLANS WITH LIBRARY STAFF**

Mark this category when Library Media Specialist plans with library staff personnel. The planning may include activities for incorporating library skills/concepts in the library program, or for selection of resources to assist teachers with units of instruction.

- ◆ The specialist and library aide meet to correlate library activities with the English teacher’s unit on Macbeth
- ◆ The specialist and library aide meet to decide which books to select for a World History class

#### **(VC) DIRECTING STAFF**

Mark this category when the Library Media Specialist provides directions to library staff or aides. Directions to student aides can be coded if they are not part of the class and are scheduled to work, such as a work/study student.

- ◆ Library Media Specialist asks aide to assist students as they check out books

- ◆ Specialist tells a library staff member to finish the bulletin board

**(VC) PROMOTIONAL ACTIVITIES**

Mark this category when the Library Media Specialist initiates activities which are used to promote the utilization of the library media center.

- ◆ Specialist prepares a bulletin board with the newest book covers to encourage student interest in reading
- ◆ Specialist reads story to a group of students
- ◆ Students perform a puppet play for the library class

**(VC) STUDENT INVOLVMENT**

Mark this category to indicate that all students are involved in activities during the library period. As activities are observed, they should be written in the Notes/Comments section of the observation instrument. Some examples of library activities are as follows:

- ◆ Browsing/Resources Selection
- ◆ Media/Learning Center
- ◆ Production
- ◆ Check-out/Return
- ◆ Reading/Studying

**(VC) FACILITIES**

Mark this category when all space in the library media center is maximized, furniture arrangement allows for traffic flow, and resources are easily accessible to users.

**(VC) INEFFECTIVE USE OF TIME**

Mark this category when the Library Media Specialist uses time ineffectively. The Library Media Specialist should be able to prioritize needs during the library

- ◆ Specialist is involved in selection while a student needs assistance in resource selection
- ◆ Specialist checks in books while the library aide assists learners in resource selection

## **(VD) TECHNICAL SERVICES**

Mark this category when the Library Media Specialist performs activities essential to the operation and maintenance of the library. Technical services includes such activity categories as acquisition, processing, circulation, maintenance, and data entry/retrieval.

- ◆ Specialist shelves books
- ◆ Specialist enters data into computer
- ◆ Specialist catalogues materials
- ◆ Specialist inventories materials and equipment
- ◆ Specialist checks in books

## **(VD) CIRCULATION/MAINTENANCE**

Mark this category if resources are labeled and stamped appropriately and if resources are in a systematic order for circulation. Users should be familiar with established circulation procedures. Because circulation is determined by usable media/ resources/equipment, upkeep/maintenance is also considered here.

- ◆ Library staff is helping with check out/return of resources. There are no users “waiting” for assistance
- ◆ Kits are labeled/shelved by accession number. A list of all kits are displayed to assist users in selection

## **COMMUNICATION**

Competency VII deals with the written and spoken communication of the Library Media Specialist as well as their reading comprehension. Several aspects of written and spoken communication are observable.

### **(VIIA) WRITES LEGIBLY**

Mark this category when information that the specialist writes on the blackboard, overhead transparencies, ditto sheets, or other materials is readable and coherent.

### **(VIIB) SPEAKS CLEARLY**

Mark this category when the teacher can be clearly understood by you and the students in the classroom.

### **(VIIB) APPROPRIATE VOCABULARY**

Mark this category when the Library Media Specialist's spoken and written vocabulary is appropriate to the level of the learner audience and the content being taught. Mark this category when there are few or no errors in the specialist's spoken or written grammar.

### **(VIIB) ORGANIZED SPEECH**

Mark this category when the Library Media Specialist's spoken presentations demonstrate organization and coherence. Excessive rambling, jumping back and forth among topics or failure to organize points so that they demonstrate a logical flow of information will result in no check.

Specific examples of negative communication factors (inappropriate grammar, etc.) should be included in the "Notes/Comments" section if a check for communication category is not given.

### **THE POSTOBSERVATION CONFERENCE**

The post-observation conference offers one of the best opportunities for the evaluator and Library Media Specialist to share insights gained during their time together in the observation and ideas for improvement. Notes taken during the observation will assist in identifying these areas of strengths and needed improvements. If needed, a DEVELOPMENT PLAN should be completed for those areas needing improvement.

The evaluator should accomplish three things during this conference:

- ◆ The evaluator should share insights and perceptions gained during the observation and solicit the specialist's comments on these
- ◆ The evaluator should share specific, competency-related strengths and needs observed
- ◆ The evaluator should develop with the specialist recommendations for improvements. Needs improvement is not synonymous with weakness. All specialists can grow and improve in some areas. Areas with the lowest observation ratings (even though these ratings may be relatively high) should be targeted for professional growth. Further, a specialist may identify an area in which they want to improve even though this area does not show low observation ratings.

The rapport developed during the pre-observation conference will be of utmost importance now. A helping relationship is built upon rapport, trust, and respect.

The POST-OBSERVATION conference should be held as soon as possible after the observation. However, it need not be held immediately. For best results, conferences should be held at a time when the specialist is free from the pressures and anxieties of educational responsibilities. This may mean holding the conference during the specialist's free period (if late in the day), after school, or even before school begins the next morning. If there are many "needs" to share, it is

best to share them at a time when the specialist will not be returning to face a library class until the next day.

A second condition is necessary to a successful POST OBSERVATION conference. The evaluator must have time following the observation to analyze the data and record appropriate comments on the POST OBSERVATION conference record before discussion with the specialist.

Forty-five minutes should be allowed for the POST OBSERVATION conference. Some conferences will require less time, some more. The PRE- AND POST-OBSERVATION CONFERENCE RECORD should be completed before this conference, but information on this form can be changed during the conference, if necessary.

## **RECORDING THE CONFERENCE**

Two copies of the Conference Record are required. One copy will remain with the specialist for their use and evaluation file. The evaluator will file one copy with the observation record obtained during the visit. A copy of this form, PRE- AND POST OBSERVATION CONFERENCE RECORD, is shown in the Instrument Section of this manual. Instructions for completing the form are:

GENERAL INFORMATION: The same form is used for both the pre- and post-observation conferences. Information filled in at the top of the form when the pre-conference was conducted should be checked for accuracy.

- I. MAJOR USER ACTIVITIES: Compare the user activities included in the observation with those activities outlined in the pre-observation conference. If the activities are not congruent, explain the difference.
- II. MAJOR LIBRARY MEDIA SPECIALIST ACTIVITIES: Compare the activities of the Library Media Specialist with those activities outlined in the pre-observation conference. If the activities are not congruent, explain the difference.
- III. RELATIONSHIP OF ACTIVITIES TO LIBRARY GOALS OBJECTIVES: Compare the activities of the specialist and the library users which you observed with those activities outlined in the pre-observation conference.

Did the activities of both parties (specialist and users) facilitate accomplishment of goals and objectives? If not, explain.

- V. GENERAL COMMENTS: Do you have general comments or observations about the library period which should be shared with the specialist? Perhaps several students were off-task and the specialist didn't see them. Perhaps, the specialist provided incorrect information. Perhaps the specialist's nonverbal communication with participant was very effective. Roman numeral V provides a place for

recording and sharing of information which might not be covered in the preceding three areas. If some of the conditions which the specialist identified during the pre-observation conference as influencing instruction really did seem to influence what happened in the library, you can note that in this section. If you have comments about a specific area of focus identified in the pre-observation conference, they can be recorded in this section.

- VI. STRENGTHS: Information recorded by the evaluator in this category should be based on the observational data. Analyze the patterns of data which you recorded on the observation record. Then, list the competency-related strengths which you found. As often as possible, relate the particular strength observed to a specific competency. This direction does not mean, however, that you cannot share a specific strength observed which is not competency-related. Be specific; don't speak in glowing generalities.
- VII. AREAS OF NEED: Again, in this area, information shared should be data based. Don't share needs based simply on your perception of good performance. When you explain these needs to the specialist, you should be prepared to show them the observational data leading you to suggest that there is room for improvement in this area. You will also need to be prepared to explain particular categories within the observation system to specialists who don't understand the terminology and concepts. Remember, needs are not necessarily weaknesses. You should be prepared to help even the best specialists see their areas of lesser strength and show how these areas can improve.

RECOMMENDATIONS: Recommendations will be recorded on the DEVELOPMENT PLAN. Think carefully before making recommendations. Is there something in staff development programs used in the local school system which might be of help? Are you aware of an article, book, or other publication which might provide assistance? Have you used a strategy, management technique, or activity which might be useful? Have you seen other specialists in this or nearby schools who are very strong in this area and could be observed? Is there a college course which might help? Involve the specialist in generating recommendations. They may have some good ideas.

- VIII. SPECIALIST COMMENTS: The specialist should make comments in this section at the end of the conference. They may want to disagree with some of your observations, or record additional information the evaluator(s) should know.
- IX. SPECIALIST COMMENTS: You, the evaluator, can make any additional comments which you feel should be this section after conferring with the specialist. Be sure to write these comments while still with them. The specialist does not need to agree, but they should know about your comments and understand them. Try to make the last comment here a positive one; it sets a good final tone to the conference.

SIGNATURES: When the conference is completed, both parties should sign and date the form. The signatures do not mean that you agree with each other. They merely verify the conference has taken place as required by law.

When the conference is completed, there should be no confusion about any of the comments, recommendations, or next steps in the evaluation process. The feeling which results from every conference should be one of encouragement and excitement about improvement possibilities.

**STEP FIVE:  
LIBRARY MEDIA SPECIALIST  
CONFERENCE  
TO GATHER INFORMATION**

## STEP FIVE: LIBRARY MEDIA SPECIALIST CONFERENCE TO GATHER INFORMATION

### PROCEDURES

Step Five: Library Media Specialist Conference to Gather Information is required for apprentice and/or non-tenured teachers. The principal and/or designee must have a personal conference with the specialist to obtain additional information about the following competencies:

- I. Prepares effectively for media center operations
- II. Uses teaching strategies and procedures appropriate to content, objectives, and students
- III. Selects and evaluates materials and equipment
- IV. Uses evaluation to improve the library media center and instruction
- V. Manages the library media center and instruction effectively
- VI. Establishes and maintains professional leadership role
- VII. Communicates effectively

This conference may be part of the post observation conference or may be scheduled at another time. The evaluator should use the LIBRARY MEDIA SPECIALIST CONFERENCE INFORMATION GATHERING FORM found in the Instrument Section to structure the conference and should discuss each item with the teacher to ascertain teacher performance in these stipulated areas. If a specialist performs unsatisfactorily in any of the areas, this should be noted on the DEVELOPMENT PLAN.

The evaluator should accomplish four things during this conference:

- ◆ Record specific and general information about the competencies being measured
- ◆ Share ideas and suggestions with the specialist
- ◆ Ascertain how the specialist performs in each stipulated competency
- ◆ Develop the specific recommendations and related activities for specialist improvements to be targeted on the DEVELOPMENT PLAN

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The evaluator may want to include other items during this conference. The professional activities or the analysis of professional materials may be discussed at this time. The principal or designee

and the specialist should both sign and date the LIBRARY MEDIA SPECIALIST CONFERENCE INFORMATION GATHERING FORM.

## **LIBRARY MEDIA SPECIALIST CONFERENCE GUIDE**

The sample dialogue which follows may be used to structure the conference and focus specialist responses on the indicated competencies. Responses should be noted in the “Comments” section of the form. If uncertain about the appropriateness of the response, the evaluator should ask additional questions or probe by asking for **specific examples**.

◆ I-A

Tell me a few of the goals you have for set for your library program.

How do these goals relate to school goals and other curriculum areas in the school?

How do you relate goals and objectives to student and faculty needs?

◆ I-B

Tell me about some of the different material and media you use in your library instruction.

Describe some of the different activities you use in your instruction.

How do you address higher order thinking skills?

How do you meet individual student needs?

◆ I-C

Tell me about your procedure for scheduling classes/individuals in the library media center.

In what ways does your schedule take into consideration class schedules, school events, user comments, and user characteristics?

How do teachers know when the library media center is available for use?

◆ II-A

Describe the learning task and its content.

How will students integrate the content/concepts?

◆ II-B

- How do you identify student instructional levels before beginning instruction?
- What strategies are used for clarifying directions and explanations when students misunderstand?
- ◆ II-C
- What alternative and supplemental activities are used to address instructional objectives?
- ◆ III-A
- Describe the procedures used in determining pre-selection of materials, equipment, and resources.
- How do you evaluate the pre-selected materials/resources/equipment?
- ◆ III-B
- What procedures have been established for selecting resources to support instructional programs?
- After resources have been selected, how do you prioritize selections?
- ◆ III-C
- How do teachers/staff know what is available in the library to meet their instructional needs?
- How do you assist teachers in planning for instruction?
- ◆ IV-A
- What kinds of student data have you used in an effort to improve the library program?
- What kinds of data do you use in order to make changes in the library program at the beginning of the year or at the beginning of an activity?
- ◆ IV-B.
- What assessment techniques do you use with library users in evaluating the library media program and instruction?
- Tell me about some changes you have made as a result of evaluating the program/instruction.
- ◆ IV-C

In what ways do you assess student growth in library use? You may tell me about academic and attitudinal growth.

◆ IV-D

How do you explain your expectations/standards to your students?

How do you communicate with students about how they are doing in the library?

◆ V-B

How do you convey to students that you believe they can learn?

How do you encourage students to achieve in your library?

◆ VI-A

Describe some staff development activities in which you have participated within the past year which are above and beyond the required in-service for your school system.

Describe some activities or techniques which you use in the library which come directly from professional literature.

Tell me about some community resources you have used in your library within the past year.

◆ VI-B

Describe some leadership activities in which you have been involved within the past year.

◆ VI-C

Tell me about your system for circulation, bookkeeping, following established library procedures, etc.

# **STEP SIX: DEVELOPMENT PLAN**

## **STEP SIX: A DEVELOPMENT PLAN**

Step Six: A Development Plan is required for all Library Media Specialists. The purpose of the plan is to provide recommendations to the specialist in those competency areas identified as needing improvement. Even the best specialists can see their areas of lesser strength and work to improve these areas. Related activities which may assist a specialist in improving should be identified. Timelines and follow-up activities should also be agreed upon.

The DEVELOPMENT PLAN is completed jointly by the evaluator(s) and the specialist. The plan should be generated from the evaluation data obtained from all sources, not just the classroom observations. The plan can be updated continuously during the year. The areas for improvement may be addressed throughout the school year or may require an extension beyond the school year.

The date when the conference(s) took place should be recorded. The second column is to record specific recommendations for improvement of needs. The third column should include those related activities needed to assist the specialist in the completion of these recommendations. The fourth column should show the anticipated timeline for completion of the activities. The next column should include the results of the evaluator's follow-up. The last column is for the specialist's initials signifying completion of the recommended activities. The principal and the specialist should sign the development plan form at the end of the evaluation year. The DEVELOPMENT PLAN should be a part of the specialist's evaluation file to be reviewed each year. A copy of the form DEVELOPMENT PLAN can be found in the Instrument Section of this manual.

# **STEP SEVEN: SUMMATIVE CONFERENCE**

## **STEP SEVEN: SUMMATIVE CONFERENCE**

### **PROCEDURES**

Step Seven: Summative Conference is required for all Library Media Specialists. Throughout the evaluation period, the evaluator gathers information about the specialist through instructional and management observations, conferences with the specialist, and a review of the specialist's professionally related materials and professional leadership activities. This information must be reviewed with the specialist at a year-end conference and be translated into a five-point rating scale for each of the indicators of competence.

Scores are generated for indicators of competence rather than for assessment instruments or processes. Specialist performance is related to the competencies, not to performance on the instruments used for observations, conferences, professionally related activities, or professional leadership activities. If a specialist "fails" it will be on the competency, not on the instrument or process used for gathering information.

This conference may occur during the last post-observation conference with the specialist. A copy of the form used, SCORES FROM THE SUMMATIVE EVALUATION, is located in the Instrument Section.

### **RATING SCALES**

The purpose of the five-point rating scale is to provide a method for deciding the outcome of the evaluation. The scores provided by these scales will be compared to a standard (or standards) to determine the Library Media Specialist's status.

The rating scales for the indicators of competence are presented in the succeeding section of this manual. The twenty-two rating scales are arranged in the following pattern (consistent with the pattern of indicators for each competency):

Competency I	- 3	rating scales
Competency II	- 4	rating scales
Competency III	- 3	rating scales
Competency IV	- 4	rating scales
Competency V	- 4	rating scales
Competency VI	- 3	rating scales
Competency VII	- 1	rating scale

### **COMPETENCY SCORES**

After ratings on each scale within a competency are completed, these ratings are averaged to provide a final rating on that competency for the Library Media Specialist. For example, a hypothetical specialist has for Competency I (Planning) a score of "2" on scale A, a score of "4" on scale B, and a score of "3" on scale C. The summative rating

for Competency I will be an average of 3 (i.e.  $2 + 4 + 3 = 9$ ). The average score is 9 divided by 3 which equals 3. All average scores shall be rounded to the nearest whole number. The specialist's performance will generate summative scores in each of the other six competencies in a similar fashion.

One does not expect the same levels of performance from beginning specialists and more experienced specialists. Therefore, the following patterns of performance as indicated by competency scores should be present for an individual's performance to be judged satisfactory:

- ◆ Library Media Specialists with Apprentice License (first year teachers)-For the first five competencies: 3 competency scores of 3.0 or higher and 2 scores of 2.0 or higher; For Competency VI (Leadership), a score of 2.0 or higher; For Competency VII (Communication), a score of 3.0 or higher.
- ◆ Library Media Specialists with Apprentice License (second and third year teachers applying for Professional License)-For the first six competencies: 3 competency scores of 4.0 or higher and 3 scores of 3.0 or higher; and for Competency VII (Communication), a score of 4.0 or higher.
- ◆ Library Media Specialists with Professional License-For the first six competencies: 4 scores of 4.0 or higher and 2 competency scores of 3.0 or higher; and for Competency VII (Communication), a score of 4.0 or higher.

# **RATING SCALES**

## **RATING SCALES**

On the following pages are five-point rating scales used for determining the score for each indicator. The scores for the indicators will be averaged to determine the score for each competency. The results are recorded on the form SCORES FROM THE SUMMATIVE EVALUATION.

Data sources and descriptive information are given for each indicator on the page preceding each rating scale. The evaluators should use any data sources which can measure a competency and are not limited to data from specific instruments.

## **COMPETENCY I: PREPARES EFFECTIVELY FOR LIBRARY MEDIA CENTER OPERATION**

### **A. Establishes appropriate goals and related objectives for the library programs, including library instruction**

#### **DATA SOURCES**

Library Media Specialist program and daily plans, specialist conference, and/or other sources available to the principal.

#### **BACKGROUND**

This competency addresses two distinct, but related, facets: the establishment of goals (e.g. statements which describe, in a broad sense, what is to be accomplished in the library media program) and the establishment of objectives specific statements related to the goals which identify user behavior. The scale is based on the quality of the program goals and objectives (sequencing of learning and appropriateness to faculty and students), the sensitivity of goals and objectives to user needs (e.g., how the goals and objectives were selected or established), the relatedness of the objectives to the school goals, and user awareness of the goals objectives.

#### **SCALE**

Goal statements should be broad in scope, identifying what is to be accomplished by students on a long-term basis. The goals should be consistent with school goals and show integration across various areas of the curriculum. Goals should be sensitive to changing user populations and originate from user need.

#### **OBJECTIVES**

Objective statements should be specific; identifying what is to be accomplished by users for a particular library period. Objectives should be related to the goals. These statements may describe how one is to do a task or what is expected of users both in understanding a task or content and in reaching a particular performance level.

## **COMPETENCY I: PREPARES EFFECTIVELY FOR LIBRARY MEDIA CENTER OPERATION**

**A. Establishes appropriate goals and related objectives for the library media program, including library instruction.**

### **RATING SCALE**

- 1 - Very few, if any, goals or objectives have been established or the goals or objectives are typically inappropriate.
- 2 - Goals or objectives tend to be unclear. Goals or objectives tend to be more inappropriate than appropriate. Library goals and objectives are not consistent with school goals or show integration across other curriculum areas.
3. The quality of the goals or objectives varies. The goals or objectives are more appropriate than inappropriate. Goals and objectives are consistent with the school goals but do not take into account other related curriculum areas. Goals or objectives are not based on user needs.
- 4 - Goals and objective statements are clear. The goals and objectives are appropriate. Goals and objectives are consistent with school goals and, more often than not, take into account other curriculum areas. Goals and objectives address user needs.
- 5 - Goals and objectives are clear. Goals and objectives are appropriate. Goals and objectives are consistent with the school goals and take into account previous learning and other curriculum areas. Goals and objectives are established on assessment of user needs and interests in more than one area. Goals and objectives show adaptation from several sources.

## **COMPETENCY I: PREPARES EFFECTIVELY FOR LIBRARY MEDIA CENTER OPERATION**

### **B. Prepares instructional plans and materials incorporating principles of effective instruction.**

#### **DATA SOURCES**

Management observation, Library Media Specialist program and daily plans, and the specialist conference.

#### **BACKGROUND**

This competency addresses the preparation of procedures for introducing and implementing program goals and objectives to users. In this process, the specialist identifies content (concepts, principles, or skills), materials (such as worksheets, learning centers), and media (such as visual aids, films) and arranges for them. The specialist strives to incorporate higher order user behaviors such as critical thinking, analyzing, or synthesis, when appropriate. Activities and materials may be varied to accommodate both independent and dependent library users.

#### **SCALE**

Procedures should identify the methods and strategies for teaching a concept, a principle, or the acquisition of a skill. These methods and strategies should show a logical sequence in the development of a lesson and should foster the accomplishment of the stated goals and objectives. Materials and media should be chosen to enhance the learning process by such things as translating abstract concepts to concrete examples or showing applications of what was learned. Procedures should provide for monitoring strategies and sufficient time for practice.

Procedures should also promote higher order thinking such as analysis, synthesis, or evaluation when appropriate. In considering higher order thinking skills, one must consider the level at which the students are capable of functioning. The effective specialist will use varied materials and activities to accommodate varied user levels. The plans should include how these materials may be applied to accommodate users. The management observation provides flexibility to allow the specialist to plan classroom/library activities, projects, etc., as appropriate, with students, library staff, and teachers.

**COMPETENCY I: PREPARES EFFECTIVELY FOR LIBRARY MEDIA CENTER OPERATION**

**B. Prepares instructional plans and materials incorporating principles of effective instruction.**

**RATING SCALE**

- 1 - Plans show little or no accommodation of user needs or differences. Instructional materials or activities provide little or no allowance for user needs and differences. Materials and activities are not planned or are not properly matched to user needs.
- 2 - Plans show accommodation of user differences but may not allow for groups of users. Materials and activities account for user needs but tend not to allow for user differences. No higher order behaviors (more than simple recall or comprehension) are addressed.
- 3 - Plans show accommodation of user differences. Materials and activities allow for user needs and learner differences but are neither appropriately varied nor appropriately matched for all groups of users. No higher order user behaviors are addressed even though appropriate.
- 4 - Plans show accommodation of user differences. Materials and activities allow for user needs and differences. Materials and activities are appropriately varied and matched. Only a few higher order student behaviors were exhibited where more were appropriate.
- 5 - Plans show accommodation of user needs and differences. Materials or activities allow for user needs and differences. Materials and activities are appropriately varied and matched. Ways are described for teaching objectives to different groups of users. Commercial and specialist-made materials are provided to meet individual and group needs. Plans include the adaptation of groups based upon needs and interests. Higher order thinking skills are addressed to users, as appropriate. During management time, there is flexibility to allow for planning with students, library staff, and/or teachers on classroom/library activities/projects, etc., as needed.

## **COMPETENCY I: PREPARES EFFECTIVELY FOR LIBRARY MEDIA CENTER OPERATION**

### **C. Plans for effective scheduling of the Library Media Center.**

#### **DATA SOURCES**

Management observation, Library Media Specialist program and daily plans, and the specialist conference.

#### **BACKGROUND**

This competency addresses the use of the library in the sense of making its resources available to the greatest number of users. To do this, scheduling becomes the main ingredient to an efficient operation which attracts the greatest number of users. The library schedule should allow for structured and unstructured use. The schedule should provide for convenient usage of the library.

#### **SCALE**

Scheduling should include a procedure for identifying and serving library users and a variety of methods to attract as large and broad an audience as possible. Accessibility of library resource considers methods used to make the library a total learning center. Effective scheduling includes making resources accessible when needed by users and ease of obtaining technical assistance. An effective specialist considers such things as timelines for service and resources, convenience to the users, and appropriateness of resources.

Class events where comments, staff, utilization demands, and user characteristics should be considered when determining the schedule of services and resources. Effective scheduling provides flexibility for library usage.

## **COMPETENCY I: PREPARES EFFECTIVELY FOR LIBRARY MEDIA CENTER OPERATION**

### **C. Plans for effective scheduling of the Library Media Center**

#### **RATING SCALE**

- 1 - The Library Media Specialist's schedule provides for minimum usage of the library media center. The specialist does not consider class schedules, school/class events, staff utilization, user comments or user characteristics when, determining the schedule of services and/or resources. Although there is a set schedule, the schedule provides for little, if any, flexibility.
- 2 - There is some consideration by the Library Media Specialist of class schedules, school/class events, and staffing utilization, but little consideration is given to user comments or user characteristics when scheduling services and/or resources. There is little flexibility in the library schedule.
- 3 - The Library Media Specialist generally considers class schedules, school/class events, staffing utilization, and user comments, but gives little consideration to user characteristics when scheduling services and/or resources. There is some flexibility in the schedule.
- 4 - The Library Media Specialist considers class schedules, school/class events, staff utilization, user comments, user demands, and user characteristics when scheduling services and/or resources. There is flexibility in the schedule. Library users are aware of the library schedule.
- 5 - The Library Media Specialist's schedule provides for maximum usage of the library media center. The specialist is knowledgeable of and considers class schedules, school/class events, user comments, staffing utilization, user demands, and user characteristics when determining the schedule of services and resources. The specialist makes available needed resources and provides for maximum flexibility in the library schedule. Library users are aware of the library schedule.

## **COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS**

**A. Provides a clear description of the learning task and its content.**

### **DATA SOURCES**

Instructional and management observations, and program and daily plans.

### **BACKGROUND**

This competency contains two distinct facets: description of the task (when and how an activity is to be completed), and description of content (concept, principle, or skill). The scale is based on the quality of the description (well organized and appropriate to the level of students) and in its integration into the management structure (as an introduction to a topic to focus attention on the critical aspects of an activity).

### **SCALES**

Task Description: A complete task description should include an overview of the task, directions for completing it, examples of correct completion, and steps to be taken in completing the task. Specific details such as when the task is to be completed, what resources are to be used, and who is to complete it may also be included. Tasks include both activities to be completed in the library and in the classroom. The task description may be given in large/small group(s) or to individual students.

Content Description: The effective specialist, during the management observation, may provide in-depth teaching of not only library skills/concepts, but also skills/concepts in other curriculum areas as well. Because content differs widely, its description may vary as well. Good descriptions often include definitions and examples; explanation of rules, attributes, and relationships among parts; context; and function and relevance.

Although the content description is often provided by the specialist (direct instruction), it may also be elicited from users (indirect instruction) based on their interaction with materials (learning center, assigned reading). When content description is elicited from users, clarity requires that the specialist provide an indicator to users as to which aspect or attributes of the user-presented content are correct. A specialist who presents content indirectly (by a discovery method) is evaluated in terms of the clarity to which users are led rather than the clarity of initial student responses.

Any presentation of incorrect information should be scored a “1” regardless of the clarity of the presentation.

**COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES  
APPROPRIATE TO THE CONTENT, OBJECTIVES, AND  
LEARNERS**

**A. Provides a clear description of the learning task and its content.**

**RATING SCALE**

- 1 - Task description is typically poor. Most users are uncertain as to what to do and/or how to do it. Clarity of content presentation is lacking either because of disorganization, inappropriate level, or failure to designate correct content in using indirect instruction or because the Library Media Specialist tends not to present new content. Content presented may be incorrect.
- 2 - The quality of task description varies. A confused or ill-defined description occurs as frequently as a clear description. Users are often confused about what they are expected to do and how. The quality of content presentation varies. Unclear presentations occur as often as a clear one. New content is often not presented under the control of the Library Media Specialist. Poor description may give users incorrect understanding of the content.
- 3 - The quality of task description varies, but a clear description is more prevalent than an unclear one. Some tasks may be ill-defined or described with resulting user confusion. The quality of the presentation of new content varies, but clear presentation predominates. Presentations are occasionally at a level which is too high or too low for the users. Indirect presentation may occasionally fail to indicate the correctness of content.
- 4 - Task descriptions are clear and appropriate. Most users understand what they are to do and how to do it. New content is generally presented clearly. Content is correct.
- 5 - Tasks are clearly defined and described at a time and level appropriate to the users. Users understand what they are to do and how. Presentation of content is uniformly clear, correct, well-organized and appropriate to the level of the users, whether presented directly or indirectly.

## **COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS**

**B. Monitors learner understanding and re-teaches as necessary.**

### **DATA SOURCES**

Instructional observation and program and daily plans conference.

### **BACKGROUND**

This competency contains two distinct facets: monitoring for student understanding (during a review or practice or asking students questions about content previously presented), and re-teaching (clarifying, through a representation, a concept, principle, or skill which has been misunderstood). Included in this competency are Library Media Specialist behaviors which probe for student comprehension of the content which has been presented. For example, one way a specialist may monitor is by asking questions of students about content previously presented or checking individual or group performance as students engage in learning activities. (Note: Monitoring through a questioning process should not be confused with eliciting comments from students through an indirect teaching strategy). Re-teaching occurs when the specialist clarifies content previously taught by presenting the material again through a different approach or by repeating the strategy previously used.

### **SCALE**

Monitoring includes the identification of student instructional levels before content is presented. Through monitoring, a specialist paces learning activities to accommodate student differences and attends to student needs in order of importance. An effective specialist will know when to monitor through asking higher order questions such as those that require students to compare and contrast various concepts or to evaluate a situation or given condition. Through monitoring, a specialist should identify student misconceptions and misunderstandings. These misunderstandings should be addressed through re-teaching using various approaches to accommodate students' differences.

**COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES  
APPROPRIATE TO THE CONTENT, OBJECTIVES, AND  
LEARNERS**

**B. Monitors learner understanding and re-teaches as necessary**

**RATING SCALE**

- 1 - Learning activities do not accommodate student differences. Very little or no monitoring occurs. Teaching does not occur when necessary or is inappropriately done.
- 2 - Learning activities are often not analyzed and paced to accommodate student differences. Monitoring sometimes occurs. No consideration is given to monitoring techniques which address higher order skills when they are appropriate. Re-teaching seldom occurs when necessary. When re-teaching does occur, the approach is the same for all students each time.
- 3 - Some learning activities are analyzed and paced to accommodate student differences. Monitoring through questioning techniques and checking students' performances occurs but not as frequently as it should. Very little consideration is given to monitoring techniques which address higher order skills. Some re-teaching does occur but more was needed. Re-teaching approaches are usually the same for all students.
- 4 - In general, learning activities are analyzed and paced to accommodate student differences. Monitoring frequently occurs through questioning techniques and checking students' performances. Some consideration is given to monitoring techniques which address higher order skills when appropriate. Re-teaching occurs when necessary with some consideration given to changes in re-teaching approaches.
- 5 - Learning activities are analyzed and paced to accommodate student differences. Monitoring very frequently occurs through questioning techniques and checking students' performances as they are engaged in learning activities. Monitoring techniques address higher order skills when appropriate. Re-teaching occurs when necessary and includes a variety of re-teaching approaches.

**COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS**

**C. Provides learners appropriate practice and review.**

**DATA SOURCES**

Instructional observation and program and daily plans.

**BACKGROUND**

This competency addresses two distinct areas: student practice (the application of concepts and skills) and review (a summarization of a current or previous lesson). The behaviors for this competency focus on efforts to establish practice patterns and routines which result in increased learning. During practice, students may utilize alternative and supplemental activities which address the instructional objectives. Activities may be varied according to the ability levels of the students. The practice or work may be individualized or grouped. During practice or review sessions, a specialist monitors the work of the students.

**SCALE**

Practice and review should provide the opportunity for students to apply the concepts and skills learned, as well as to augment what has been learned. Practice should include varied materials and activities which address individual differences and the instructional objectives. Ample time should be provided for library activities.

**COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES  
APPROPRIATE TO THE CONTENT, OBJECTIVES, AND  
LEARNERS**

**C. Provides learners appropriate practices and review.**

**RATING SCALE**

- 1 - Very little or no time is allotted for supervised practice and independent or group practice. Practice activities or assignments are not well chosen or appropriate to student levels or the instructional objectives' alternative or supplemental exercises.
- 2 - Little time is allotted for supervised practice and independent or group practice. Some practice activities are well chosen and appropriate to various learning levels. Very little consideration is given to activities which address the instructional objectives. Little consideration is given to alternative or supplemental exercises.
- 3 - Time is allotted for supervised practice and independent or group practice. Many practice activities are well chosen but at times may not clearly address the instructional objectives. Activities occasionally may be at a level which is too high or too low for learners. Some independent practice is given to supplement the guided practice. Some consideration is given to alternative and supplemental activities which address enrichment or higher order skills as well as other individual differences.
- 4 - Time is allotted for supervised practice and independent or group practice. Most practice activities are well chosen and appropriate to various learning levels of students. Alternative and supplemental activities are generally provided which address individual differences and may include enrichment and higher order skills when appropriate.
- 5 - Sufficient time is allotted for independent or group practice activities, including supervised practice. Practice activities are well chosen, address instructional objectives, build upon previous learning, and are appropriate to various learning levels of students. Alternative and supplemental activities are usually provided which address enrichment and higher order skills. Activities are given to students for augmenting library work.

**COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS**

**D. Establishes and maintains learner involvement in the learning task.**

**DATA SOURCES**

Instructional observation.

**BACKGROUND**

This competency addresses the degree of student involvement in the learning process. The scale is based on the opportunity provided for students to participate in learning tasks. This participation includes maintaining focus on the learning task and recognizing the purpose and importance of library activities.

**SCALE**

Student involvement entails monitoring students and adjusting library procedures to enhance this involvement. An effective Library Media Specialist helps learners to recognize the purpose and importance of the learning activities, maintains learner focus on the task, and provides opportunities for learners to participate in activities.

**COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES  
APPROPRIATE TO THE CONTENT, OBJECTIVES, AND  
LEARNERS**

**D. Establishes and maintains student involvement in the learning task.**

**RATING SCALE**

- 1 - Very few students are involved in learning activities. Students do not recognize the purpose or importance of the learning activity. Students are waiting most of the time to participate in a learning activity. Rarely is consideration given to adjusting teaching procedures to enhance student involvement.
- 2 - Some of the students are involved in learning activities. Seldom do students recognize the purpose or importance of the learning activity. Most students are waiting to participate in an activity. Little consideration is given to adjusting teaching procedures to enhance student involvement.
- 3 - More than half of the students are involved in learning activities. Some students do not generally recognize the purpose or importance of the learning activity. Many students are waiting to participate in an activity. Procedures are sometimes adjusted to enhance student involvement.
- 4 - Generally students are involved in learning activities. Generally, activities are provided which help students recognize the purpose and importance of learning. Activities are chosen which provide students an opportunity to participate, but at times a few students may be waiting. Procedures are usually adjusted to enhance student involvement.
- 5 - Most students are involved in learning activities. Activities are provided which help students recognize the purpose and importance of learning. Activities are chosen which provide students an opportunity to participate. Procedures are adjusted to enhance student involvement.

**COMPETENCY III: EVALUATES AND SELECTS APPROPRIATE PROCEDURES FOR PREVIEWING, EVALUATING, AND SELECTING MATERIALS AND EQUIPMENT**

**A. Develops and administers procedures for previewing, evaluating, selecting materials and equipment.**

**DATA SOURCES**

Library Media Specialist conference.

**BACKGROUND**

This competency addresses the procedures a Library Media Specialist has established to preview, evaluate, and select materials and equipment. Appropriate policies and specific procedures should be in place for acquiring materials and equipment. Aids, such as bibliographic tools, to assist in selection should be available.

**SCALE**

Selection of materials, resources, equipment should relate to school/program goals and objectives. An effective specialist seeks faculty and student input as to the variety of tools selected. Procedures for selection should include the process used to evaluate potential acquisitions. A consideration file should be kept for potential acquisitions. Procedures should be established to deal with challenging materials.

**COMPETENCY III: EVALUATES AND SELECTS APPROPRIATE PROCEDURES FOR PREVIEWING, EVALUATING, AND SELECTING MATERIALS AND EQUIPMENT**

**A. Develops and administers procedures for previewing, evaluating, and selecting materials and equipment.**

**RATING SCALE**

- 1 - There are no procedures established for selection of materials, equipment, and resources. There is no faculty or student input used in the selection process.
- 2 - There are a few established procedures for selection of materials, equipment, and resources. There is no faculty or student input in the selection process.
- 3 - There are some procedures established for selection of materials, equipment, and resources. There is little faculty and/or student input in the selection process. There is evidence of some attempt to evaluate potential acquisitions.
- 4 - There are procedures for previewing, evaluating, and selecting materials, etc. The selection of materials, resources, and equipment relates to school program goals and objectives. Faculty and student input is frequently used. Procedures have been established and are used for evaluation of potential acquisitions.
- 5 - The selection of materials, resources, and equipment relates to school/program goals and objectives. Faculty and student input is used in previewing, evaluating, and selecting materials, resources, and equipment. Procedures have been established and are used for evaluation of potential acquisitions. Bibliographic tools are circulated to aid teachers in the selection process. Procedures have been established to deal with challenging materials.

**COMPETENCY III: EVALUATES AND SELECTS APPROPRIATE LEARNING MATERIALS AND EQUIPMENT FOR THE LIBRARY MEDIA CENTER**

**B. Evaluates and selects with teacher input resources to support the instructional programs of the school.**

**DATA SOURCES**

Library Media Specialist conference.

**BACKGROUND**

This competency addresses input from teachers and other professional staff in making resource selections. Needs of the student population, faculty, and staff should be considered when selecting resources. Materials and resources should be up to date and reflect goals and objectives of a variety of instructional programs in the school.

**SCALE**

The effective specialist will work with school staff to determine needs of students in order to provide resources which relate to curriculum demands and instructional objectives. The specialist should initiate communication and follow-up activities to determine the effectiveness of resources selected. There should be procedures for obtaining instructional goals and objectives. When resources are limited, procedures should be established for prioritizing needs.

**COMPETENCY III: EVALUATES AND SELECTS APPROPRIATE LEARNING  
MATERIALS AND EQUIPMENT FOR THE LIBRARY MEDIA  
CENTER**

**B. Evaluates and selects, with teacher input, resources to support the instructional program(s) of the school.**

**RATING SCALE**

- 1 - Input from teachers and professional staff is rarely used. Selection of resources does not relate to curriculum areas or instructional goals and objectives. Student needs are rarely, if ever, considered.
- 2 - Input from teachers and professional staff is used occasionally. Selection relates somewhat to curriculum areas, school goals and objectives, and to student needs.
- 3 - Input from teachers and professional staff is generally used to meet curriculum demands, school goals and objectives, and student needs. There is little evaluation of effectiveness of selected resources.
- 4 - Input from teachers and professional staff is frequently used to determine student needs and to meet curriculum demands and school goals and objectives. There is some evaluation to determine effectiveness of selected resources.
- 5 - Input from teachers and professional staff is used to determine student needs and to provide resources which relate to curriculum demands and instructional goals and objectives. The specialist initiates communication and follow-up activities to determine effectiveness of selected resources. Procedures have been established to prioritize needs.

**COMPETENCY III: EVALUATES AND SELECTS APPROPRIATE LEARNING MATERIALS AND EQUIPMENT FOR THE LIBRARY MEDIA CENTER**

**C. Assists teachers in developing units of instruction using library resources.**

**DATA SOURCES**

Management observation, Library Media Specialist conference.

**BACKGROUND**

This competency addresses the assistance provided to teachers by the Library Media Specialist as teachers utilize library resources for their instructional programs. The specialist should assist teachers operating equipment, selecting resources, and/or producing materials for the purpose of developing units of instruction or jointly planned units of instruction.

**SCALE**

The scale of this competency is based on the quality of assistance provided to teachers by the specialist. The specialist should have knowledge of resources that would enhance various curriculum areas.

**COMPETENCY III: EVALUATES AND SELECTS APPROPRIATE LEARNING MATERIALS AND EQUIPMENT FOR THE LIBRARY MEDIA CENTER**

**C. Assists teachers in developing units of instruction using library resources.**

**RATING SCALE**

- 1 - There is minimal, if any, assistance provided to teachers in browsing and resource selection.
- 2 - The Library Media Specialist provides cursory assistance to teachers in browsing and resource selection.
- 3 - The Library Media Specialist provides in-depth assistance to teachers in resource selection, as needed.
- 4 - The Library Media Specialist provides cursory and in-depth assistance to teachers, as needed. The specialist also assists the teachers in planning for units of instruction and with equipment operation, materials production, and instruction, as needed.
- 5 - The Library Media Specialist provides cursory and in-depth assistance to teachers, as needed. The specialist also assists teachers in planning for units of instruction and with equipment operation, materials production, and instruction, as needed. The specialist correlates the library program with that of classroom instruction.

**COMPETENCY IV: USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER OPERATION AND INSTRUCTION**

**A. Uses information about student interest and performance to improve library resources and instruction.**

**DATA SOURCES**

Library Media Specialist conference.

**BACKGROUND**

This competency addresses the use of techniques for assessing library use in the various components of the library media resources, instruction, and services provided. Information gathered through the evaluation process should be used for making program decisions.

**SCALE**

In the analysis of this competency, the types of evaluation techniques and the purposes for their use play an important part in decisions relating to the library media program. Formal and informal evaluation processes can be used to provide information. For example, observations, attitudinal inventions, sociogram, surveys, or interviews may be assessment methods used by the specialist.

**COMPETENCY IV: USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER  
OPERATION AND INSTRUCTION**

**A. Uses information about learner interest and performance to improve library resources and instruction.**

**RATING SCALE**

- 1 - Data are not used to assess student interest or performance for the purpose of improving the library media resources, instruction, or services.
- 2 - Data are rarely used to assess student interest and performance for the purpose of improving resources, instruction, or services.
- 3 - Only one source of data is used on a regular basis to assess student interest and/or performance for the purpose of improving resources, instruction, or services.
- 4 - More than one source of data, including formal and informal evaluation techniques, is used on a regular basis to assess student interest and performance for the purpose of improving resources, instruction, or services. In general, decisions relating to the library program are based on analyses resulting from appropriate evaluation techniques.
- 5 - Data are continually used to assess student interest and performance for the purpose of improving resources, instruction, and services to users. Changes to various aspects of the library program are based on a variety of both formal and informal evaluation techniques. Program decisions are made as a result of appropriate analyses of the data.

**COMPETENCY IV: USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER OPERATION AND INSTRUCTION**

**B. Evaluate library media center programs and services.**

**DATA SOURCES**

Library Media Specialist conference.

**BACKGROUND**

This competency addresses the use of a variety of techniques for assessing the library media program (resources, instruction, and services to users). In order to make program changes, the specialist must appropriately analyze data.

**SCALE**

The library media program should be assessed on a regular basis by the various users. Program decisions/improvements should be made as a result of user input.

**COMPETENCY IV: USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER  
OPERATION AND INSTRUCTION**

**B. Evaluates the library media center programs and services.**

**RATING SCALE**

- 1 - Data are not used to assess the library media resources, instruction, or services.
- 2 - Data are rarely used to assess resources, instruction, or services to users. Little consideration is given to the use of data for making program decisions.
- 3 - Only one source of data is used on a regular basis to assess resources, instruction, or services. Decisions relating to the library program are sometimes based on data. Data are sometimes used for making program decisions.
- 4 - More than one source of data, including formal and informal evaluation techniques, is used on a regular basis to assess resources, instruction, or services to users. In general, decisions relating to the library program are based on analyses resulting from appropriate evaluation techniques.
- 5 - Several sources of data are administered continually to assess resources, instruction, and services to users. Changes to various aspects of the library program are based on a variety of both formal and informal evaluation techniques. Program decisions are made as a result of appropriate analyses of the data.

## **COMPETENCY IV: USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER OPERATION AND INSTRUCTION**

### **C. Improves student performance.**

#### **DATA SOURCES**

Library Media Specialist Conference.

#### **BACKGROUND**

This competency addresses the techniques a specialist uses for setting expectations for achievement and methods for measuring accomplishments in relevant areas. A specialist should provide records to show progress over the year. The specialist should use variety of approaches and procedures for collecting data. The focus of this competency includes a broad range of student achievement - cognitive, affective, and psychomotor. Student attitude development is considered as important as cognitive development.

#### **SCALE**

To set expectation for achievement, the specialist should be able to provide data which demonstrate student growth over time in areas of importance. The backgrounds/abilities of students are factors in achievement and growth rates, as well as the kinds of achievement and growth expected. Growth in attitudes and social-emotional characteristics are important considerations in the library environment. Documentation of changes in these areas over time is sought here.

**COMPETENCY IV: USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER OPERATION AND INSTRUCTION**

**C. Improves student performance.**

**RATING SCALE**

- 1 - There is no data which demonstrate student growth over time in areas of importance to the library program.
- 2 - There are occasional informal assessment techniques showing student growth/improvement in areas of importance to the library program.
- 3 - There are both formal and informal assessment techniques used for setting expectations and for measuring student accomplishments in the library program. The assessment techniques are similar in nature and do not vary.
- 4 - There are both formal and informal assessment techniques used for measuring student accomplishments in the library program. The assessment techniques are somewhat varied. There are data to show academic and attitudinal growth of students.
- 5 - There are a variety of formal and informal assessment techniques used for setting expectations and measuring student accomplishments. Assessment of academic and attitudinal growth is ongoing in order to determine student progress in the library program.

## **COMPETENCY IV: USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER OPERATION AND INSTRUCTION**

### **D. Reports student status and progress to students.**

#### **DATA SOURCES**

Instructional Observation and Library Media Specialist Conference.

#### **BACKGROUND**

This competency addresses the feedback given to students. In providing feedback to the student, the specialist may indicate how well a student is performing during a class discussion (recognizing a student's response, correcting a student's statement) or indicate the student's status with respect to library activities and identification of problem areas. Feedback to students generally entails reporting student status as well as student-related problems (disciplinary problems, study habits). The scale is based on the type of frequency of feedback provided, methods for providing feedback, and follow-up activities.

#### **SCALE**

Information to students should include not only information concerning student progress or status but also suggestions for improvement. Communications with students should include follow-up activities. Feedback should include identification of strengths as well as recommendations for improvement.

## **COMPETENCY IV: USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER OPERATION AND INSTRUCTION**

### **D. Reports student status and progress to students.**

#### **RATING SCALE**

- 1 - Feedback to students is rare. Students, in general, are not aware of their status, of standards, or expectations. Very little library feedback is given.
- 2 - Very little feedback to students occurs. Recommendations and follow-up activities are not given. Students are not well informed about expectations and standards. Status reporting to students is more appropriate than inappropriate. Feedback is occasional and is sometimes appropriate.
- 3 - Few recommendations are provided to students. Very few follow-up activities occur. Students are informed of expectations and standards. Status reports to students are appropriate. Feedback is appropriate about half of the time and is provided to a moderate degree.
- 4 - Some feedback to students occurs. Few recommendations are provided in feedback and some follow-up activities occur. Students are informed of expectations and standards. Status reports to students are appropriate. Feedback is appropriate and is provided frequently.
- 5 - Feedback to students occurs more frequently than required reporting periods and includes recommendations or suggestions, when appropriate, and follow-up activities. Students are informed of expectations and standards. Feedback to students is on a timely basis and includes strengths as well as recommendations or suggestions for improvement. Status is reported to students on academic, disciplinary, or other behaviors frequently. Feedback is appropriate and is provided to a large extent.

## **COMPETENCY V: MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION**

### **A. Establishes and maintains appropriate student behavior.**

#### **DATA SOURCE**

Instructional and management observations.

#### **BACKGROUND**

This competency addresses the specialist's ability to maintain control over student behavior. Student behavior can be managed through verbal or nonverbal techniques. The scale is based on the appropriateness and the effectiveness of the control over the students.

#### **SCALE**

Establishing and maintaining appropriate student behavior should include a description of the guidelines for student behavior and the sanctions for inappropriate behavior. The feedback provided to students and the preventative measures a specialist takes to control inappropriate behavior should also be included.

## **COMPETENCY V: MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION**

### **A. Establishes and maintains appropriate student behavior.**

#### **RATING SCALE**

- 1 - No guidelines for appropriate student behavior are established. In general, sanctions are applied inappropriately or in an inconsistent manner. No consideration is given to preventative control. In general, feedback or corrective measures are ineffective. The students exhibit inappropriate behavior and discipline problems are prevalent.
- 2 - Many students are not aware of guidelines for appropriate behavior. Many sanctions are applied inappropriately or in an inconsistent manner. Little consideration is given to controlling situations in which inappropriate behavior is likely to occur. In many cases feedback or corrective measures are ineffective. A large number of students exhibit inappropriate behavior. Many students take a while to change to appropriate behavior.
- 3 - Some students are not aware of guidelines for appropriate behavior. Some sanctions are applied inappropriately or in an inconsistent manner. Some consideration is given to controlling situations in which inappropriate student behavior is likely to occur. In some cases, feedback concerning behavior or corrective measures is ineffective. The majority of students exhibit appropriate behavior. Some students take a while to change to appropriate behavior.
- 4 - Guidelines for appropriate student behavior are provided to all students but may not be written. In general, specific and reasonable sanctions are applied in a consistent manner. Most situations are controlled in which inappropriate behavior is likely to occur. In most cases, feedback concerning behavior or corrective measures is used effectively. Very few students in the library exhibit inappropriate behavior but those that do easily change to appropriate behavior.
- 5 - Guidelines for appropriate student behavior are written and provided to all students. Specific and reasonable sanctions are applied in a consistent manner. Feedback concerning student behavior, either verbally or non-verbally, is used effectively. Situations are controlled in which inappropriate behavior is likely to occur. All students in the library exhibit appropriate behavior.

## **COMPETENCY V: MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION**

### **B. Establishes and maintains a climate conducive to learning.**

#### **DATA SOURCE**

Instruction and management observations and Library Media Specialist conference.

#### **BACKGROUND**

This competency addresses the atmosphere of the library. Effective specialists are those who maintain a library conducive to learning. The scale is based on the positive behaviors and the support for excellence which are demonstrated in the library. Indicators of positive behavior include more than praise. These may include specialist actions taken for control of a situation, nonverbal expressions, and use of a reward system for promoting positive student outcomes.

#### **SCALE**

To establish and maintain a library conducive to learning, the specialist should demonstrate positive verbal and nonverbal behavior to the students. The specialist should indicate a confidence that all students can and will learn. Encouragement of effort and progress is included in this competency.

## **COMPETENCY V: MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION**

### **B. Establishes and maintains a climate conducive to learning.**

#### **RATING SCALE**

- 1 - Treatment of students is inconsistent. Favoritism is evident. The specialist exhibits very little or no positive verbal or non-verbal behaviors toward students. Very little or no consideration is given to encouragement of students for effort, progress, excellence, and achievement.
- 2 - Many students are not treated in a manner consistent with others. Some evidence of favoritism exists. The specialist exhibits little positive verbal or nonverbal behaviors toward students. Little consideration is given to encouragement of students for effort, progress, excellence, and achievement.
- 3 - At times, some students are not treated in a manner consistent with others; however, there is no evidence of favoritism. About half of the time, the Library Media Specialist demonstrates positive verbal and non-verbal behaviors toward students. Some consideration is given to encouragement of students for effort, progress, excellence, and achievement.
- 4 - In general, students are treated in a fair and consistent manner with no evidence of favoritism. The Library Media Specialist generally demonstrates positive verbal and non-verbal behaviors toward students. Generally, students are encouraged for effort, progress, excellence, and achievement.
- 5 - All students are treated in a fair and consistent manner with no evidence of favoritism shown. The Library Media Specialist demonstrates positive verbal and non-verbal behaviors toward all students. There is a high degree of evidence which supports that students are encouraged for effort, progress, excellence, and achievement.

## **COMPETENCY V: MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION**

### **C. Makes effective use of library media center resources.**

#### **DATA SOURCES**

Instructional and management observations and program and daily plans.

#### **BACKGROUND**

This competency addresses the resources that a Library Media Specialist uses in the library. These resources include human as well as physical facilities, media, and materials. The scale is based on effective and efficient use of the resources. The quality of the resources is also considered to be important.

#### **SCALE**

Effective use of library resources should include maximizing the available learning time. Facilities should be used to accommodate different types of learning activities. Thus, the arrangement of library furniture, equipment, and resources to facilitate movement and student accessibility is one consideration in the efficient use of resources. The specialist should also provide clear and detailed plans and directions for library volunteers, aides, and other specialist assistants. Evaluation by the specialist of the various resources utilized should be included to judge the effectiveness and quality. There should be evidence of activities specifically designed to promote the library and to encourage maximum usage of the facility.

## **COMPETENCY V: MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION**

### **C. Makes effective use of library media center resources.**

#### **RATING SCALE**

- 1 - Resources are rarely used or integrated with instruction or management procedures. Plans and directions for library staff are unclear or ill-defined. Little time is spent on productive learning activities. Neither community resources nor promotional activities have been incorporated in the library program.
- 2 - Resources often are not integrated with instruction and management procedures. Plans and directions for library staff are unclear or ill-defined. The majority of the users have difficulty in movement to obtain resources or conduct learning activities. Library Media Specialist and user activities tend to waste much learning time. Little consideration is given either to using community resources or for promotional activities.
- 3 - Resources are integrated with instruction and management procedures about half of the time. Some clear plans and directions are provided for library staff. Some users have difficulty in movement to obtain resources or conduct learning activities. Library Media Specialist and student activities tend to waste a moderate amount of learning time. Some consideration is given to using community resources and some promotional activities have been incorporated in the library program.
- 4 - Resources are generally integrated with instruction and management procedures. In general, clear plans and directions are available for library staff. Materials and media are accessible to users. A few students waste time because of movement problems. In general, student activities allow for the maximum use of learning time. Community resources are used periodically and promotional activities are generally incorporated in the library program.
- 5 - Resources are appropriately integrated with instruction and management procedures. Clear plans and directions are available for library staff. Materials and media are accessible to all users. Facilities are arranged to accommodate different types of activities, and student movement is meaningful. Library Media Specialist and user activities allow for maximum use of learning time. Community resources are used appropriately. A variety of promotional activities are continually incorporated in the library program.

## **COMPETENCY V: MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION**

### **D. Systematically acquires, organizes, processes, and circulates materials and equipment.**

#### **DATA SOURCES**

Management observation and Library Media Specialist conference.

#### **BACKGROUND**

This competency focuses on the Library Media Specialist's maintenance of budgets and financial records. Procedures for maintenance of the media center collection are considered. Card catalog maintenance and media circulation are included in effective management of the media center.

#### **SCALE**

In the analysis of this competency, there should be set procedures for users to obtain needed materials and equipment for the library media center. Equipment and resources should be labeled for easy access. Circulation procedures should provide easy access to all users (students, faculty, professional staff, and others).

## **COMPETENCY V: MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION**

### **D. Systematically acquires organizes, processes, and circulates materials, resources, and equipment.**

#### **RATING SCALE**

- 1 - There are no established circulation procedures. Materials, resources, and equipment are not easily accessible to users. Most materials and resources are not current and much of the equipment is in need of repair.
- 2 - There are some established circulation procedures; however, the procedures are ineffective and users must “wait” for materials and resources. Materials and resources are somewhat current and some equipment is usable.
- 3 - The Library Media Specialist has established, and made known to users, circulation procedures. Most of the materials and resources are current and most equipment usable. There are no provisions for repair of resources or equipment.
- 4 - The Library Media Specialist has established procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. Circulation procedures have been established to maximize use of library resources. There are no provisions for repair of resources or equipment.
- 5 - The Library Media Specialist has established procedures and has obtained needed materials, resources, and equipment, all of which have been labeled and are in order for easy access. Circulation procedures have been established to maximize use of library resources. Materials and resources are current and up to date, and equipment is usable. There are provisions for maintenance of any equipment or resources in need of repair.

## **COMPETENCY VI: ESTABLISHES AND MAINTAINS A PROFESSIONAL LEADERSHIP ROLE**

### **A. Improves professional skills and knowledge.**

#### **DATA SOURCES**

Library Media Specialist materials and the Library Media Specialist conference.

#### **BACKGROUND**

This competency addresses those activities relating to the professional growth of the specialist. An effective specialist establishes a strong knowledge base from which to draw ideas for enhancing instruction or ideas for trying new methods and approaches. A specialist may expand their knowledge base through such things as formal coursework, staff development activities, professional readings, professional conferences, or observations and discussions with peers.

#### **SCALE**

In the analysis of this competency, the degree to which a specialist enhances their knowledge base through continued coursework or staff development activities is measured. An effective specialist uses a knowledge base to enhance instruction. The specialist may use ideas from books, professional journals, and professional organizations to correlate with instruction or to try innovative or new approaches in the library. An effective specialist will also seek and utilize community resources to enhance instruction.

**COMPETENCY VI: ESTABLISHES AND MAINTAINS A PROFESSIONAL LEADERSHIP ROLE**

**A. Improves professional skills and knowledge.**

**RATING SCALE**

- 1 - The Library Media Specialist does not, or rarely, participate in staff development or professional growth activities.
- 2 - The Library Media Specialist does not participate in all the in-service activities required by the school system. No coursework beyond that which may be required by the school system is taken.
- 3 - The Library Media Specialist takes the coursework or attends all school system required in-service activities.
- 4 - The Library Media Specialist attends all required in-service activities. The teacher takes coursework or seeks staff development activities beyond that which is required by the school system.
- 5 - The Library Media Specialist attends all required in-service activities. The teacher takes coursework or seeks staff development activities beyond that which is required by the school system. Ideas and methods from various sources such as professional journals, workshops, or peers are applied in the library.

## **COMPETENCY VI: ESTABLISHES AND MAINTAINS A PROFESSIONAL LEADERSHIP ROLE**

### **B. Takes a leadership role in improving education.**

#### **DATA SOURCES**

Library media materials and the Library Media Specialist conference.

#### **BACKGROUND**

This competency addresses those activities identifying the specialist as an active participant in the educational setting. Effective schools are promoted through the activities of the faculty. The specialist, in a leadership role, shares materials ideas with others, initiates and participates in activities and projects in the school, and takes an active role in other activities which identify the specialist as professional.

#### **SCALE**

In the analysis of this competency, the degree to which a specialist is recognized as a leader is measured. To be a leader, one does not have to be in a publicized position such as an officer in an organization. Many specialists provide leadership functions through activities which may not be highly visible. The effective leader will be active in areas which assist his or her peers, the school, and parent/community relations.

## **COMPETENCY VI: ESTABLISHES AND MAINTAINS A PROFESSIONAL LEADERSHIP ROLE**

### **B. Takes a leadership role in improving education.**

#### **RATING SCALE**

- 1 - The specialist rarely, if at all, shares ideas and materials with others. The specialist does not take an active role in achieving the objectives of the school.
- 2 - The specialist shares ideas and materials with other specialists. The specialist takes a role in achieving school objectives. The specialist works cooperatively with peers and administrators.
- 3 - The specialist shares ideas and materials with other specialists on a regular basis. The specialist takes an active role in achieving school objectives. The specialist works cooperatively with peers and administrators and assists in planning and implementing curricula activities.
- 4 - The specialist shares ideas and materials with other teachers on a regular basis and assists specialists in implementing these ideas or in using these materials. The specialist takes an active role in achieving school objectives and assists in establishing objectives. The specialist works cooperatively with peers and administrators and assists in planning and implementing curricula and extra-curricular activities. The specialist promotes parent and community interest in the school.
- 5 - The specialist shares ideas and materials with other specialists on a regular basis and assists specialists in implementing these ideas or in using these materials. The specialist assists peers and others in identifying and solving instructional problems. The specialist takes an active role in school objectives. The specialist initiates activities and projects in the school and takes a role in resolving school problems. The specialist works cooperatively with peers and promotes parent and community involvement in the library. The specialist conducts workshops or training sessions for the overall benefit of the teachers and the schools.

## **COMPETENCY VI: ESTABLISHES AND MAINTAINS A PROFESSIONAL LEADERSHIP ROLE**

### **C. Performs professional responsibilities efficiently.**

#### **DATA SOURCES**

Specialist materials and the specialist conference.

#### **BACKGROUND**

This competency addresses those activities relating to school policy. To assure an efficient and safe operation of a school, policies and procedures are expected to be followed by its faculty. The operation of a school also depends on accurate and up-to-date record keeping.

#### **SCALE**

The scale measures the extent to which policies and procedures are adhered to by the specialist. The scale assesses the performance of a specialist with respect to professional responsibilities. A professional specialist also manages routine business and record-keeping activities.

**COMPETENCY VI: ESTABLISHES AND MAINTAINS A PROFESSIONAL LEADERSHIP ROLE**

**C. Performs professional responsibilities efficiently.**

**RATING SCALE**

- 1 - The specialist typically does not adhere to school policies or procedures. The specialist is typically late for class, meetings, or other scheduled activities. Records are not accurate or up to date.
- 2 - The specialist sometimes does not adhere to school policies or procedures. More often than not, the specialist arrives late for class, meetings, or other scheduled activities. Records are more often late or inaccurate than not.
3. - The specialist adheres to school policies or procedures. The specialist is typically on time for class, meetings, or other scheduled activities. Records are turned in on time and typically are accurate.
- 4 - The specialist adheres to school policies or procedures. The specialist is on time for class, meetings, or other scheduled activities. Records are turned in on time and are accurate.
- 5 - The specialist adheres to school policies or procedures and assists in promoting or developing policies and procedures. The specialist is on time for class, meetings, or other scheduled activities. When necessary, the specialist is willing to arrive early to provide assistance at meetings or events. Records are complete, accurate, and up to date. The specialist provides assistance to others in managing record keeping.

NOTE: A specialist who receives a 1 or 2 on this rating scale should not be recommended for licensure or recertification.

## **COMPETENCY VII: COMMUNICATES EFFECTIVELY**

### **B. Communicates oral information effectively.**

#### **DATA SOURCES**

Instructional and management observations, specialist materials, specialist conference, and program and daily plans.

#### **BACKGROUND**

Effective communication is expected of all specialists. The Library Media Specialist must not only communicate effectively with users, but they must also communicate effectively with other professionals and parents. This competency is part of the evaluation to ensure that this expectation is maintained in the profession.

#### **SCALE**

This competency is considered to be a minimum competency. The scale measures oral and written communication. A specialist must not only speak and write clearly and correctly, but must also be able to organize oral and written information. The vocabulary must be appropriate to the level of the audience.

## **COMPETENCY VII: COMMUNICATES EFFECTIVELY**

### **C. Communicates oral information effectively**

#### **RATING SCALE**

- 1 - The specialist uses incorrect grammar. Students have difficulty understanding the specialist because of the specialist's speaking or writing ability.
- 2 - The specialist frequently uses incorrect grammar or does not speak clearly. Written and oral information is disorganized.
- 3 - Correct grammar usage is the norm. The specialist speaks clearly. Written and oral information is sometimes disorganized. Vocabulary is typically appropriate to the level of the audience.
- 4 - Correct grammar is predominant. The specialist speaks clearly. Written and oral information is typically organized. Vocabulary is appropriate to the level of the audience.
- 5 - Correct grammar usage and mechanics are displayed. The specialist speaks and writes clearly. The specialist speaks at an appropriate pace and volume. Vocabulary is appropriate to the level of the audience.

NOTE: A minimum score is required for this competency.

# **SUGGESTED MANAGEMENT SYSTEM**

## **SUGGESTED MANAGEMENT SYSTEM**

### **INTRODUCTION**

At the local level the school principal or other designated person must evaluate the apprentice and professionally licensed specialist on a regular basis. It will be necessary for the local system to have an efficient management system for handling the various evaluation procedures and forms. The following management system is provided as an example for use by local school systems. It should be adapted or modified to meet local needs. The only required forms presented in this section are the licensure and recommendation.

### **SCHOOL LEVEL STAFF ROSTER**

The first step in the management system is to identify the current status of each staff member for the school year. A suggested form is located in this section of the manual. The names of all persons assigned to the school for the year should be listed alphabetically on the SCHOOL LEVEL STAFF ROSTER. To indicate the current status of each person, place a check in the appropriate column. This information may be obtained at a general staff meeting or the principal may require each person to submit in writing their status at the end of the preceding school year. The use of the form SCHOOL LEVEL STAFF ROSTER is not a requirement of State Model for Local Evaluation.

### **HISTORY OF ANNUAL EVALUATIONS**

The next step is to look at the long range plan for individual evaluations. The HISTORY OF ANNUAL EVALUATIONS form shown in this section of the manual will aid the school principal and the central office staff in planning for evaluations from year to year and will allow each individual's cycle of evaluation to proceed uninterrupted. As individuals transfer within the system and even from one system to another, this form will show when that individual is next scheduled to be evaluated.

The name of each staff member should be entered alphabetically. The Library Media Specialist's social security number is listed as a reference number for easy transfer of information. Place a check mark in each column to indicate the year in which that person is to be evaluated.

A timeline of state requirements is included in this section of the manual. The local school system may have additional requirements above these minimums.

One copy of the form HISTORY OF ANNUAL EVALUATIONS should be sent to the system's central office. The use of this form is not required.

## **LIBRARY MEDIA SPECIALIST RECORD OF EVALUATION FORM**

The LIBRARY MEDIA SPECIALIST RECORD OF EVALUATION form shown on page 121 is a suggested method for school systems to use in recording and reporting the status of specialists evaluated using the Library Media Specialist State Model for Local Evaluation. The use of this form is not required.

The information at the top of the form should be completed. The dates of the required classroom observations and the dates of the pre- and post observation conferences should be listed. For each observation the name of the observer should be recorded. A summary of the development plan may be recorded. Any activities that will be carried over into the next school year as part of a long-range plan should be noted. The recommended status for the next year should be recorded.

### **MAINTAINING/FORWARDING EVALUATION RESULTS**

The principal or immediate supervisor should maintain an evaluation file for each educator so that all records and forms can be kept together to facilitate the evaluation process. A review of local evaluations by the state is required for third-year apprentice Library Media Specialists applying for professional licenses.

By December 15, evaluations for third-year apprentice educators applying for a professional license must be completed and recommendations sent to the district offices. It is recommended that principals or immediate supervisors will need to report this information to their central office by March 1. The appropriate forms for these recommendations may be obtained through the State Department of Education District Offices.







# **INSTRUMENT SECTION**

## SELF-ASSESSMENT

*EDUCATOR NAME:* \_\_\_\_\_ *DATE:* \_\_\_\_\_

*Self-Assessment:*

Using the appropriate Performance Standards and corresponding rubrics for your job assignment, reflect upon the level of competency you have exhibited in each of these areas. Write out the specific Domain (Competence) and Indicator in the appropriate area.

Identify three areas of strength and three areas which you would like to strength [area(s) for growth] and be prepared to discuss your reasons for selecting these.

Please use this worksheet to organize your information.

Area of Strength*	Specific Reasons for Selecting (Evidence)
1. Domain (Competence) _____ Indicator _____	1.
2. Domain (Competence) _____ Indicator _____	2.
3. Domain (Competence) _____ Indicator _____	3.

\*Use appropriate Performance Standards to identify and list areas of strength

# SA

Areas to Strengthen [Area(s) for Growth]*	Specific Reason for Selecting (Evidence)
1. Domain (Competence) _____ Indicator _____	1.
2. Domain (Competence) _____ Indicator _____	2.
3. Domain (Competence) _____ Indicator _____	3.

\*Use the appropriate Performance Standards to identify and list areas to strength

# ANALYSIS OF PROGRAM PLAN

## AND DAILY PLAN (For Instruction or Management)

LIBRARY MEDIA SPECIALIST'S NAME \_\_\_\_\_

Check YES or NO as it applies

COMMENTS

### PROGRAM PLAN

YES NO

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | At least one program goal is stated.   |
| <input type="checkbox"/> | <input type="checkbox"/> | The program goal(s) is/are consistent with school goals and curriculum areas.                            |
| <input type="checkbox"/> | <input type="checkbox"/> | The goal(s) is/are appropriate for the students and/or other library users.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | Procedures for introducing the program goal(s) to the students, staff, and appropriate others are given. |
| <input type="checkbox"/> | <input type="checkbox"/> | Materials/media are listed for the program.  |
| <input type="checkbox"/> | <input type="checkbox"/> | Assessment of the program is provided.   |
| <input type="checkbox"/> | <input type="checkbox"/> | The assessment of student understanding relates to the stated goal(s) of the program.                    |

### DAILY PLAN

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The daily plan contains one objective.                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | The objective(s) is/are stated in terms of learning and behavior.         |
| <input type="checkbox"/> | <input type="checkbox"/> | The objective(s) is/are appropriate for students and other library users. |
| <input type="checkbox"/> | <input type="checkbox"/> | The plan explains how achievement of the objective(s) will be measured.   |
- (Instruction Only)

**ANALYSIS OF PROGRAM PLAN AND DAILY PLAN**

Page 2

Check YES or NO as it applies (not all are expected to occur)		COMMENTS
<b>DAILY PLAN</b> (continued)		
<b>YES</b>	<b>NO</b>	
_____	_____	The plan contains some introductory statement or procedures related to the objective(s).
_____	_____	The daily procedures are related to the objective(s).
_____	_____	The daily procedures are completed.
_____	_____	The plan is properly sequenced.
_____	_____	The plan includes more than one strategy. (Instruction Only)
_____	_____	The plan provides for review, where needed.
_____	_____	The planned review is related to the objective(s).
_____	_____	Activities are planned for a specific purpose (resource selection, production, practice, etc.).
_____	_____	Alternative and/or supplemental activities are included in the plan.
_____	_____	The plan contains statements related to how the students and/or other users will be involved.
_____	_____	The material and media are listed.
_____	_____	The material and media are appropriate.
_____	_____	An explanation is provided for how the material and media will be used.
_____	_____	The plan contains specific procedures for readdressing items, if necessary.

\_\_\_\_\_  
Supervisor, Principal, or Designee  
Signature/Date

\_\_\_\_\_  
Library Media Specialist Signature/Date  
Library Media Specialist's signature acknowledges an opportunity to review the information from the above form. It does not indicate agreement with the comments



IX. Strengths exhibited during this observation:

X. Areas of need exhibited during this observation:

XI. Specialists Comments (OPTIONAL):

---

Principal or Designee Signature/Date

---

Library Media Specialist's Signature/Date

Signature acknowledges opportunity to review information from the form. It does not necessarily indicate agreement with the comments.

**LIBRARY MEDIA SPECIALIST**  
Instructional Observation Instrument

(PLEASE COMPLETE INFORMATION ON REVERSE SIDE)

Content Task	II.A ___ Overview II.A ___ Directions II.A ___ Procedural Questions*	Notes, Script, Comments
	II.A ___ Definitions II.A ___ Explanations II.A ___ Context II.A ___ Learner Remarks	
Practice Review	II.C ___ Initial Practice II.C ___ Independent/Group Practice II.C ___ Varied Materials II.C ___ Review	
Monitors	II.B ___ Checks for Understanding II.B ___ Requests Questions II.B ___ Requests Higher Order Thinking II.B ___ Monitors Individual/Group II.B ___ Re-teaches	
Involvement	II.D ___ Students Waiting* II.D ___ Students Participate in Discussion* II.D ___ Teacher Calls on Non-volunteers*	
Learner Status	IV.D ___ Recognizes Student Responses IV.D ___ Corrective Statement IV.D ___ Discusses Homework IV.D ___ Reports Student Status IV.D ___ Provides Recommendation	
Learner Behavior	V.A ___ Students Off-Task* V.A ___ Students Disruptive* V.A ___ Nonacademic or Non-procedures Question*	
Climate	V.B ___ Positive Affect* V.B ___ Favoritism* V.B ___ Lack of Respect	
Resources	V.C ___ Media/Materials V.C ___ Community V.C ___ Facilities V.C ___ Ineffective Use of Time	

communication	VII.B ____ Writes Legibly VII.B ____ Speaks Clearly VII.B ____ Appropriate Vocabulary VII.B ____ Correct Grammar VII.B ____ Organized Speech
---------------	--

\*Mark Frequency

**LIBRARY MEDIA SPECIALIST**

Instructional Observation Instrument

LIBRARY MEDIA SPECIALIST NAME \_\_\_\_\_  
Last First Middle Intl

GRADE/SUBJECT \_\_\_\_\_ OBSERVATION DATE \_\_\_\_\_

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NOTES, SCRIPT, COMMENTS

**LIBRARY MEDIA SPECIALIST  
MANAGEMENT OBSERVATION  
PRE- AND POSTOBSERVATION CONFERENCE RECORD**

SPECIALIST'S NAME: \_\_\_\_\_

OBSERVATION NUMBER: \_\_\_\_\_ DATE OF OBSERVATION: \_\_\_\_\_

During the management observation, the specialist will have a general idea about which users are expected in the library media center and the types of activities that are planned. In the normal flow of library activity, a number of spontaneous activities may also occur. The purpose of this pre-conference is to focus on the planned and anticipated activities to better understand the variety of interactions to be observed.

I. Major User Activities (Planned and Anticipated):

II. Major Library Media Specialist Activities (Planned and Anticipated).

III. Relationship of Activities to Library Goals and Objective.

IV. Special conditions (students, materials, library media center, other) which should be considered. (Optional)

V. Additional comments about the management observation or related areas:

VI. Strengths exhibited during this observation

VII. Areas of need exhibited during this observation:

VIII. Specialist's comments:

---

Principal or Designee Signature/Date

---

Library Media Specialist Signature/Date

Signature acknowledges opportunity to review information from the form. It does not necessarily indicate agreement with the comments.

# LIBRARY MEDIA SPECIALIST

## Management Observation Instrument

(PLEASE COMPLETE INFORMATION ON REVERSE SIDE)

		Notes/Comments	
Assists Students	I.B ____ Plans with students		
	II.A ____ Directions for Task II.A ____ Instruction/Information		
	V.C ____ Equipment Operation/Materials Production V.C ____ Browsing/Resource Selection V.C ____ Learning Center		
Learner Behavior	V.A ____ Students Off-Task* V.A ____ Students Disruptive		
	Climate		V.B ____ Positive Affect* V.B ____ Favoritism V.B ____ Lack of Respect
Assists Teachers/Others			I.B ____ Plans with Teachers
			III.C ____ Equipment Operation/Materials Production/Instruction/Information III.C ____ Browsing/Resource Selection
Specialist Activities/Use of Resources	I.B ____ Plans with Staff		
	V.C ____ Directs Library Staff V.C ____ Promotional Activities V.C ____ Student Involvement V.C ____ Facilities V.C ____ Ineffective Use of Time		
	V.D ____ Technical Services V.D ____ Circulation/Maintenance		
	Communication	VII.B ____ Writes Legibly VII.B ____ Speaks Clearly VII.B ____ Appropriate Vocabulary VII.B ____ Organized Speech	

\*Mark Frequency

**LIBRARY MEDIA SPECIALIST**

Management Observation Instrument

LIBRARY MEDIA SPECIALIST NAME \_\_\_\_\_  
Last First Middle Intl

GRADE/SUBJECT \_\_\_\_\_ OBSERVATION DATE \_\_\_\_\_

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NOTES/COMMENTS

**LIBRARY MEDIA SPECIALIST CONFERENCE INFORMATION  
GATHERING FORM**

SPECIALIST'S NAME \_\_\_\_\_ DATE OF CONFERENCE \_\_\_\_\_

I-A Establishes appropriate program goals and related objectives consistent with school goals and the curriculum areas.

Identifies goals and objectives for the year; matches goals/objectives to school goals and curriculum and addresses student and faculty needs.

COMMENTS:

I-B Prepares instructional plans and materials incorporating principles of effective instruction.

Provides examples of effective ways to introduce goals and objectives to students and printed material to use in teaching; provides for audio-visual material, specialist-made material and for the use of "hands-on" experience for student learning. Provides activities requiring students to evaluate, analyze, or synthesize learning; adapts strategies to learner needs.

COMMENTS:

I-C Plans for effective scheduling of the Library Media Center

Schedules to meet teacher and student needs; provides flexibility in the schedule; considers class schedules, school events, user comments, and user characteristics when scheduling.

COMMENTS:

II-A Uses teaching strategies and procedures appropriate to content, objectives, and students.

Provides a clear description of the learning task and its content; provides current information and an overview of materials to be covered. Provides directions and

explanations related to lesson content/concepts and helps students integrate content/concepts. Clearly distinguishes the steps in the learning task.

COMMENTS:

II-B Monitors student understanding and re-teaches as necessary.

Identifies student instructional levels before beginning instruction; clarifies directions and explanations when students misunderstand. Paces learning activities to accommodate student differences and attends to student needs in order of importance.

COMMENTS:

II-C Provides students appropriate practice and review.

Requires students to apply skills and concepts; uses responses and questions from students in teaching. Utilizes alternative and supplemental activities which address instructional objectives; requires students to explain, compare, or evaluate content/concepts. Provides supervised and independent practice with the application of content/concepts.

COMMENTS:

II-D Establishes and maintains student involvement in the learning task.

Helps students recognize the purpose and importance of the learning activities; maintains student focus on the learning task. Provides students opportunities to participate in learning tasks, monitors student involvement with the learning task, and adjusts teaching procedures to enhance student involvement.

COMMENTS:

III-A Develops and administers procedures for previewing, evaluating, and selecting materials and equipment for the library media center.

Establishes procedures for previewing, evaluating and selecting materials and equipment; selection matches program/school goals and related objectives; has written procedures for dealing with challenged materials; identifies, uses, and makes available for faculty bibliographic tools to aid in selection; establishes a consideration file for resources/equipment not selected.

COMMENTS:

III-B Evaluates and selects with teacher input resources to support the instructional program(s) of the school.

Input from teachers and staff is used in resource selection; selection of materials/resources matches instructional goals and objectives; selection is based on student needs.

COMMENTS:

III-C Assists teachers in developing units of instruction using library resources.

Provides assistance to teachers with resource selections to meet instructional needs; correlates library program with classroom instruction; assists teachers in producing materials to enhance instruction.

COMMENTS:

IV-A Uses information about learner performance to improve library media center and instruction.

Uses several sources of data to assess student performance in the library program and instruction; uses data to make program/instructional changes based on student needs/progress.

COMMENTS:

IV-B Evaluates media center programs and services regularly.

Solicits input from staff, students, and other users; makes changes, as needed, as a result of evaluation; evaluates planned units of instruction with teachers; establishes and uses systematic procedures for evaluating library and media collections.

COMMENTS:

IV-C Improves student performance.

Addresses student academic growth and assesses student's positive change in attitude.

COMMENTS:

IV-D Reports learner status and progress to learners.

Explains standards to students; uses assessment techniques to determine student growth in using the library media center; shares results of assessment with students and teachers, as appropriate.

COMMENTS:

V-B Establishes and maintains a library conducive to learning.

Indicates confidence that all learners can and will learn; encourages effort and progress; supports learners' excellence and achievement

COMMENTS:

VI-A Improves professional skills and knowledge.

Attends required in-service activities; takes formal coursework; obtains advanced degree related to teaching assignment/advancement; participates in “nonrequired” staff development activities; uses ideas from books, professional journals, and professional organizations to enhance classroom instruction; tries new methods/approaches in the classroom and evaluates their success; seeks and utilizes community resources to enhance classroom instruction.

COMMENTS:

VI-B Takes a leadership role in improving education.

Conducts workshops/training sessions; creates materials/programs and shares with others; holds a leadership position in school, school system, or education organization; receives special honor(s); assists in establishing school goals and takes an active role in achieving them; takes an active role in resolving school program; promotes parent/community interest in the school; initiates activities and projects in the school; shares material and resources with peers and others; discusses professional topics with peers and others; assists peers and others in identifying and solving instructional problems; works cooperatively with peers, administrators, and community members in planning and implementing curricula and extra-curricular activities.

COMMENTS:

VI-C Performs professional responsibilities efficiently

Maintains accurate and up to date records; completes assigned tasks on schedule; arrives on time for classes, meetings, and other scheduled activities; maintains a satisfactory record of attendance; manages routine business and recordkeeping efficiently; follows applicable policies and procedures of the school system.

COMMENTS:

VII-A Writes clearly and correctly.

Handwrites or prints legibly; organizes written information; uses vocabulary and style appropriate to the level of audience; uses correct grammar and mechanics.

COMMENTS:

VII-B Communicates oral information effectively.

Speaks clearly at an appropriate pace and volume; organizes oral information; uses vocabulary appropriate to the level of the audience; uses grammar correctly.

COMMENTS:

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Principal or Designee Signature/Date

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Library Media Specialist Signature/Date

Specialist's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments

CA-FGP

## COMPREHENSIVE ASSESSMENT FUTURE GROWTH PLAN

EDUCATOR NAME: \_\_\_\_\_ SCHOOL NAME \_\_\_\_\_

Area to be Strengthened (Area for Growth): *State the Domain/Indicator [Should relate directly to the Comprehensive Assessment-Summative Report or to Special Groups/Library Media Summative]*

Professional Growth Goal (s) of this Plan: *State your professional growth goal(s) in measurable or observable terms.*

Action Plan: *Describe the actions you plan to take to accomplish this goal, including timelines for completion of each action. (What will you do to increase your knowledge in accomplishing your professional growth goals (s)?) (What resources or support do you anticipate needing from your building level and/or district supervisors to fulfill your Future Growth Plan)?*

The Professional Growth Plan Stated above has been reviewed and is appropriate for implementation beginning \_\_\_\_\_ and ending \_\_\_\_\_  
Month/Year Month/Year

\_\_\_\_\_  
Educator/Date

\_\_\_\_\_  
Evaluator/Date

Describe the impact on your instruction and student performance from the aforementioned action plan.

I verify that I personally engaged in these activities.

I have reviewed the above plan.

\_\_\_\_\_  
Educator/Date

\_\_\_\_\_  
Evaluator/Date

## LIBRARY MEDIA SPECIALIST

### DATA SOURCES

- I. Prepares Effectively for Media Center Operation
  - A. Establishes appropriate goals and related objectives for library media programs, including library instruction
  - B. Prepares instructional plans and materials incorporating principles of effective instruction
  - C. Plans for effective scheduling of the Library Media Center
- II. Uses Teaching Strategies and Procedures Appropriate to Content, Objectives, and Students
  - A. Provides a clear description of the learning task and its content
  - B. Monitors student understanding and reteaches as necessary
  - C. Provides students with appropriate practice and review
  - D. Establishes and maintains student involvement in the learning task
- III. Evaluates and Selects Appropriate Learning Materials and Equipment for the Library Media Center
  - A. Develops and administers procedures for previewing, evaluating, and selecting materials and equipment
  - B. Evaluates and selects, with teacher input, resources to support the instructional program(s) of the school
  - C. Assists teachers in developing units of instruction using library resources
- IV. Uses Evaluation to Improve Library Media Center Operation and Library Instruction
  - A. Uses information about student interest and performance to improve library resources and instruction
  - B. Evaluates media center programs and services
  - C. Improves student performance
  - D. Reports student status and progress to students
- V. Manages Library Media Center and Instruction Effectively
  - A. Establishes and maintains appropriate student behavior
  - B. Establishes and maintains a climate conducive to learning
  - C. Makes effective use of library media center resources
  - D. Systematically acquires, organizes, processes, and circulates materials and equipment
- VI. Establishes and Maintains a Professional Leadership Role
  - A. Improves professional skills and knowledge
  - B. Takes a leadership role in improving education
  - C. (Screening Only) Performs professional responsibilities efficiently
- VII. (Screening Only) Communicates Effectively
  - A. Writes clearly and correctly
  - B. Communicates oral information effectively

Program and Daily	Instructional	Management	Observation	Library Media Specialist
X				X
X		X		X
X		X		X
X	X			
X	X			
X	X			
				X
				X
		X		X
				X
				X
	X			X
	X	X		
X	X	X		
		X		
				X
				X
				X
X	X	X		X
X	X	X		X

**SCORES FROM THE SUMMATIVE EVALUATION**

LIBRARY MEDIA SPECIALIST'S NAME \_\_\_\_\_ S.S. NO. \_\_\_\_\_

SCHOOL \_\_\_\_\_ GRADE/SUBJECT \_\_\_\_\_

DOMAIN MEAN

- I. PREPARES EFFECTIVELY FOR MEDIA CENTER OPERATION I. \_\_\_\_\_
  - \_\_\_\_A. Establishes appropriate goals and related objectives for library media programs, including library instruction.
  - \_\_\_\_B. Prepares plans and materials incorporating principles of effective instruction.
  - \_\_\_\_C. Plans for effective scheduling of the Library Media Center.
  
- II. USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO CONTENT, OBJECTIVES, AND STUDENTS II. \_\_\_\_\_
  - \_\_\_\_A. Provides a clear description of the learning task and its content.
  - \_\_\_\_B. Monitors student understanding and reteaches as necessary.
  - \_\_\_\_C. Provides students with appropriate practice and review.
  - \_\_\_\_D. Establishes and maintains student involvement in the learning task.
  
- III. SELECTS AND EVALUATES APPROPRIATE LEARNING MATERIALS AND EQUIPMENT FOR THE LIBRARY MEDIA CENTER\_ III. \_\_\_\_\_
  - \_\_\_\_A. Develops and administers procedures for previewing, evaluating, and selecting materials and equipment.
  - \_\_\_\_B. Evaluates and selects, with teacher input, resources to support the instructional program(s) of the school.
  - \_\_\_\_C. Assists teachers in developing units of instruction using library resources.
  
- IV. USES EVALUATION TO IMPROVE LIBRARY MEDIA CENTER RESOURCES AND INSTRUCTION IV. \_\_\_\_\_
  - \_\_\_\_A. Uses information about student interest and performance to improve library resources and instruction.
  - \_\_\_\_B. Evaluates media center programs and services.
  - \*\_\_\_\_C. Improves student performance.
  - \*\_\_\_\_D. Reports student status and progress to students.
  
- V. MANAGES LIBRARY MEDIA CENTER AND INSTRUCTION EFFECTIVELY V. \_\_\_\_\_
  - \_\_\_\_A. Establishes and maintains appropriate student behavior.
  - \_\_\_\_B. Establishes and maintains a climate conducive to learning.
  - \_\_\_\_C. Makes effective use of library media center resources.
  - \_\_\_\_D. Systematically acquires, organizes, processes, and circulates materials and equipment.
  
- VI. ESTABLISHES AND MAINTAINS A PROFESSIONAL LEADERSHIP ROLE VI. \_\_\_\_\_
  - \_\_\_\_A. Improves professional skills and knowledge.
  - \_\_\_\_B. Takes a leadership role in improving education.
  - \_\_\_\_C. Performs professional responsibilities. (Minimum score of 3 or higher required.)
  
- VII.COMMUNICATION VII. \_\_\_\_\_

RECOMMENDATION: \_\_\_\_\_

\*Not currently scored in the Library Media Specialist State Model for Local Evaluation

STRENGTHS EXHIBITED:

AREAS FOR DEVELOPMENT:

COMMENTS:(OPTIONAL)

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Principal or Designee Signature/Date

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Library Media Specialist Signature/Date

Library Media Specialist's signature acknowledges an opportunity to review the Scores from the Summative Evaluation Form. It does not necessarily indicate agreement with the contents.



STATE OF TENNESSEE  
Department of Education

*Division of Instructional Leadership*

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Timothy Webb, Commissioner

This school system has requested to use the Focused Assessment Option of the Framework for Evaluation and Professional Growth for appropriate educators in the Special Groups or Library Media Specialists Evaluation model.

As a means of gathering data for future revisions in these systems, this option may be used if **ALL** of the following criteria can be initialed as appropriate:

\_\_\_\_\_ **The primary evaluator for this educator has previously been trained in the Special Groups/Library Media Specialist models. (Underline appropriate system.)**

\_\_\_\_\_ The **educator** holds a professional license.

\_\_\_\_\_ The **educator** has been evaluated in this current position at least once using either the traditional Special Groups or Library Media Specialist model.

\_\_\_\_\_ The **educator** has chosen to participate in the Focused Assessment Option, rather than the traditional evaluation model.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Educator's Signature

\_\_\_\_\_  
Date

**This form is to be included in the evaluation file of the educator.**

**LIBRARY/MEDIA SPECIALIST  
State Model for Local Evaluation**

**Check List**

1. \_\_\_ **Identify teachers to be evaluated**
2. \_\_\_ **Review Previous evaluations**
3. \_\_\_ **Give Library Media Specialist copy of Analysis of Program/Daily Plan and deadline to return their plan**
4. \_\_\_ **Give Library Media Specialist copy of Library/Media Specialist Conference Guide and deadline to return**
5. \_\_\_ **Give Library Media Specialist copy of Pre-Observation Conference Guide (Management and Instruction)**
6. \_\_\_ **Review responses on Library/Media Specialist Conference Guide and discuss with media specialist**
7. \_\_\_ **Review Program/Daily Plan—If acceptable sign and have media specialist sign at the bottom of the analysis sheet**
8. \_\_\_ **Conduct pre-conference for each observation**
9. \_\_\_ **Conduct two or three observations (may want to script the lessons even if this is not required) (Management and Instruction)**
10. \_\_\_ **Conduct post-observation conference after each observation**
11. \_\_\_ **Complete Library/Media Specialist Conference Information Gathering Form after at least one observation.**
12. \_\_\_ **Complete Summative Evaluation Scores**
13. \_\_\_ **Conduct conference with Library Media Specialist's**
  - **Review Library/Media Specialist Conference Information Gathering Form**
  - **Discuss scores, strengths, needs, and recommendations for improvement**
  - **Complete the Development Plan with the media specialist**
  - **Sign and have the media specialist sign the Library/Media Specialist Conference Information Gathering Form, the Scores from the Summative Evaluation, and the Development Plan**
14. **Place in the Library Media Specialist's personnel file:**
  - \_\_\_ **Classroom Observation Instrument**
  - \_\_\_ **Analysis of Program/Daily Plan**
  - \_\_\_ **Library Media Conference Information Gathering Form**
  - \_\_\_ **Pre/Post-Observation Conference Guide**
  - \_\_\_ **Scores from the Summative Evaluation**
  - \_\_\_ **Development Plan**



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