

**CITY OF ST. CHARLES  
SCHOOL DISTRICT**

**GUIDE TO**

**PERFORMANCE-BASED**

**LIBRARY MEDIA SPECIALIST  
EVALUATION**

Board Review  
April 2009



# Table of Contents

<u>Topic</u>	<u>Page</u>
Statutory Authority for Performance-Based Evaluation .....	2
Philosophy.....	2
Guiding Principles .....	3
First and Second Year LMSs .....	4
Third through Fifth Year LMSs.....	7
Tenured LMSs.....	10
Summative Evaluation .....	14
Evaluation Timeline.....	15
Samples of Professional Development Options.....	16
LMS Evaluation Standards and Criteria .....	17
LMS Evaluation Criteria with Descriptors .....	18
Glossary .....	21
Pre-Observation Form .....	23
Lesson Reflection Sheet.....	24
LMS Evaluation Report.....	25
Self-Evaluation Form .....	41
Professional Development Plan.....	50
Supplemental Feedback Form.....	52

## Statutory Authority for Performance-Based Evaluation

Following is the text of the statute that requires Missouri school districts to implement a performance-based teacher evaluation program (Library Media Specialist represents a specialized teaching role). Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to provide suggested procedures for such an evaluation. The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

*Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained.-The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.120 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teachers=s personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.*  
(L. 1969 p.275 '168.114, A.L. 1983 H.B. 38 & 783)

## PHILOSOPHY

A performance-based Library Media Specialist (LMS) evaluation system is critical to improving the Library Media Center (LMC) management and instruction, thus enhancing student knowledge and performance. Performance-based LMS evaluation is intended to assist administrators and LMSs in creating a learning environment in which students acquire and apply knowledge and skills.

A performance-based LMS evaluation system supplies expectations and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals, and supports a learning community in which people are encouraged to improve and share insights in the profession.

## GUIDING PRINCIPLES

The following principles guide the developmental growth of LMSs in a collaborative process of reflection.

- X The Performance-Based LMS Evaluation model includes processes that address professional development and LMS evaluation. Professional development supports the LMS in improving performance on an ongoing basis while the LMS evaluation serves organizational decision-making.
- X Proficient or distinguished is the performance standard expected of all LMSs. Those who are working below the proficient level of performance on any criteria/descriptor as determined by his/her administrator/supervisor should give immediate attention to improving performance to the proficient level.
- X Adequate time and opportunity will be provided for LMSs to grow professionally through mentoring, peer coaching, working on professional teams, and other self-directed activities.
- X Evaluation criteria/descriptors address both students and LMSs. These criteria/descriptors have been established to reflect the professional standards, current research, student performance, and assessment. The central focus in developing an evaluation system is to promote student success.
- X The process of LMS evaluation and professional growth allows for reflection, collaboration, and professional contributions to the learning community.
- X A strong mentoring program, with proper funding and training, will provide the necessary support and feedback for first- and second-year LMSs and LMSs new to the school community.
- X Evaluators will be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and facilitating LMS professional development.
- X The system will provide for a connection among the evaluation criteria/descriptors, student performance, professional development, school building goals, and the district=s strategic plan.
- X Sufficient orientation will be provided to train LMSs in the district’s evaluation and professional growth process. Building-level meetings will be held to properly train LMSs in the evaluation model.
- X All LMSs will develop and maintain a professional portfolio that documents the identified evaluation criteria/descriptors.
- X All LMSs will have a Professional Development Plan (PDP). The Professional Development Plan will vary based on the proficiency of the LMS as determined by the administrator/supervisor.
- X As LMSs develop their PDPs, close attention should be paid to the requirements for PCI, PCII, and CPC state certification.
- X The District’s Professional Development Committee will serve as a resource to provide LMSs with professional opportunities related to their individual PDP.
- X LMSs working on the Professional Development Options Plan should limit the scope to one or two so as not to focus on too many performance areas at once.

## First and Second Year LMSs

During the annual development/evaluation cycle, the 1<sup>st</sup> and 2<sup>nd</sup> year LMS will:

- X Collect and share data related to performance criteria/descriptors. LMSs need to keep an on-going collection of data related to the criteria/descriptors. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects and portfolios, web sites, inservice participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for LMS performance. Refer to pages 17-19 for specific standards, criteria, and descriptors.
- X Provide data as requested by administrator. In addition to items requested by the administrator/supervisor, the LMS will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference.
- X Develop/update and present a portfolio. A portfolio will house documentation, data, and samples of reflections to demonstrate proficiency related to the district performance criteria/descriptors. LMSs will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.

The teaching portfolio is a documentary history of a LMS' s learning process against a set of teaching standards. The portfolio is much more than an elaborate scrapbook or collection of written documents. It is an individualized portrait of the LMS as a professional, reflecting his or her philosophy and practice. It is an articulation of who one is as a LMS. This is fully realized only through the LMS' s deliberate selection of artifacts and thoughtful reflection that (1) describes the artifact, (2) justifies the artifacts inclusion within the framework of the standards, and (3) conveys what the LMS has learned about him/herself and the practice of teaching.

An artifact is defined broadly as any evidence used by the LMS to document or support meeting the teaching standards. LMSs should not submit separate artifacts to support each standard; a limited number of artifacts (8-12) should be carefully chosen to document competency against the entire set of standards. This necessitates artifacts and accompanying reflections that meet more than one standard.

Written documents and data from observations/conversations are valuable to the LMS evaluation process. They may be included in the LMS portfolio if appropriate but they do not have to be included in order to support LMS evaluation.

Conduct a self assessment. Use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the annual development/evaluation cycle for 1<sup>st</sup> and 2<sup>nd</sup> year LMSs, the administrator will:

- X Conduct three formal observations. A minimum of one scheduled and two unscheduled observations will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the feedback section of the LMS Evaluation Report. Unscheduled observations will include post-observation conferences and the completion of the feedback section of the LMS Evaluation Report. Formal observations may be increased as determined by the LMS or the administrator.
- X Collect data related to performance criteria/descriptors. Administrator/supervisor may request additional data from the LMS related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the LMS, students, parents, and the community may be used as documentation related to performance criteria/descriptors. The LMS Evaluation Report indicates through what means the data will generally be gathered (WD=Written Documents or O/C=Observation/Conversation).

The administrator/supervisor will review all data and determine significance in documenting specific

criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the feedback/documentation section of the LMS Evaluation Report and place the form in the LMS' s evaluation file. All data included in the LMS=s evaluation file should have been discussed with the LMS prior to being placed in the file. Data collected during formal observations will be documented in the feedback section of the LMS Evaluation Report.

- X Develop and discuss summative evaluation. The administrator/supervisor will utilize collected data from the portfolio, observations, artifacts, documentation, and unplanned data to complete the Summative Evaluation. The Summative Evaluation is in the LMS Evaluation Report and is a rubric which formally summarizes the developmental level of performance for the LMS on each of the specified criteria/descriptors. Descriptors define the expected behavior for a particular criterion. The administrator/supervisor will conference with the LMS to discuss the Summative Evaluation in the LMS Evaluation Report on or before March 1.

### The 1<sup>st</sup> and 2<sup>nd</sup> year LMS and administrator/supervisor will:

- X Work with a mentor and the administrator/supervisor. The mentor is to be provided for first and second year LMSs. The mentor should assist the LMS in developing his/her evaluation portfolio and should observe and be observed by the 1st/2nd year LMS. Time for planning and interacting will be provided for both the mentor and the 1st/2nd year LMS. The mentor should observe the 1st/2nd year LMS teaching a lesson and provide for reflective feedback prior to the 1st/2nd year LMS being observed by the administrator/supervisor. Legally, the mentor will never take part in any formal evaluative activities of the 1st/2nd year LMS.
- X Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals. A 1st/2nd year LMS will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle. The PDP will provide focus for progress towards proficiency related to the designated 1st/2nd year LMS essential performance criteria/descriptors. Professional Development Plans will be categorized as enrichment, progressing, or noted for development. To participate in an Enrichment PDP, a LMS must be proficient in all performance criteria/descriptors. If a LMS is not performing at a proficient level, the PDP will indicate they are progressing toward proficiency or are noted for development. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

Noted for development and progressing PDPs will be written in response to an observed deficiency, unplanned data, an artifact document or other information that indicates concern regarding a specific criterion/descriptor. They should be discussed and presented to the LMS within a reasonable amount of time.

The mentor may also assist the non-tenured LMS in the remediation of deficiencies as listed in the PDP, but the mentor' s involvement will not become part of the formal evaluation process.

While the noted for development and progressing PDPs should represent consensus between the LMS and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final.

- X Hold annual Professional Development Conferences with the administrator/supervisor to develop or review the PDP(s) and to discuss the portfolio. During the conference, a review of the performance criteria/descriptors, the LMS=s current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

## First and Second Year LMSs in District

### The LMS Will:

Collect and share data related to performance criteria/descriptors

Develop a portfolio

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet

Conduct a self assessment on the Self Evaluation Form.

### The Administrator Will:

Conduct three formal observations annually:\*

- one scheduled with pre- and post-observation conference (complete the feedback section of the LMS Evaluation Report)
- two unscheduled with post-observation conferences (complete the feedback section of the LMS Evaluation Report)

Collect data related to performance criteria/descriptors:

- as requested of LMS
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the LMS Evaluation Report by March 1.

### The LMS and Administrator Will:

Work with LMS, mentor, and administrator/supervisor

Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals

Hold annual Professional Development Conference with administrator to develop or review PDPs and discuss portfolio

X Minimum Standard - Formal observation may be increased at the request of the LMS or as determined by the administrator.

## Third through Fifth Year LMSs

During the annual development/evaluation cycle, the 3<sup>rd</sup> through 5<sup>th</sup> year LMS will:

- X Collect and share data related to performance criteria/descriptors. LMS need to keep on-going collection of data related to the criteria/descriptors. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and portfolios, web sites, inservice participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for LMS performance. Refer to pages 17-19 for specific standards, criteria, and descriptors.
- X Provide data as requested by administrator. In addition to items requested by the administrator/supervisor, the LMS will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference.
- X Develop/update and present a portfolio. A portfolio will house documentation, data and samples of reflections to demonstrate proficiency related to the district performance criteria/descriptors. LMSs will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.

The teaching portfolio is a documentary history of a LMS' s learning process against a set of teaching standards. The portfolio is much more than an elaborate scrapbook or collection of written documents. It is an individualized portrait of the LMS as a professional, reflecting his or her philosophy and practice. It is an articulation of who one is as a LMS. This is fully realized only through the LMS' s deliberate selection of artifacts and thoughtful reflection that (1) describes the artifact, (2) justifies the artifacts inclusion within the framework of the standards, and (3) conveys what the LMS has learned about him/herself and the practice of teaching.

An artifact is defined broadly as any evidence used by the LMS to document or support meeting the teaching standards. LMSs should not submit separate artifacts to support each standard; a limited number of artifacts (8-12) should be carefully chosen to document competency against the entire set of standards. This necessitates artifacts and accompanying reflections that meet more than one standard.

Written documents and data from observations/conversations are valuable to the LMS evaluation process. They may be included in the LMS portfolio if appropriate but they do not have to be included in order to support LMS evaluation.

Conduct a self assessment. Use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the annual development/evaluation cycle for 3<sup>rd</sup> through 5<sup>th</sup> year LMSs, the administrator will:

- X Conduct two formal observations. A minimum of one scheduled and one unscheduled observation will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the feedback section of the LMS Evaluation Report. Unscheduled observations will include post-observation conferences and the completion of the feedback section of the LMS Evaluation Report. Formal observations may be increased as determined by the LMS or the administrator.
- X Collect data related to performance criteria/descriptors. The administrator/supervisor may request additional data from the LMS related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the LMS, students, parents, and the community may be used as documentation related to performance criteria/descriptors. The LMS Evaluation Report indicates through what means the data will generally be gathered (WD=Written Documents or O/C=Observation/Conversation).

The administrator/supervisor will review all data and determine significance in documenting specific

criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the feedback/documentation section of the LMS Evaluation Report and place the form in the LMS' s evaluation file. All data included in the LMS' s evaluation file should have been discussed with the LMS prior to being placed in the file. Data collected during formal observations will be documented in the feedback section of the LMS Evaluation Report.

- X Develop and discuss summative evaluation. The administrator/supervisor will utilize collected data from the portfolio, observations, artifacts, documentation, and unplanned data to complete the Summative Evaluation. The Summative Evaluation is in the LMS Evaluation Report and is a rubric which formally summarizes the developmental level of performance for the LMS on each of the specified criteria/descriptors. Descriptors define the expected behavior for a particular criterion. The administrator/supervisor will conference with the LMS to discuss the Summative Evaluation in the LMS Evaluation Report on or before March 1.

### The 3<sup>rd</sup> through 5<sup>th</sup> year LMS and administrator will:

- X Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals. A 3<sup>rd</sup> - 5<sup>th</sup> year LMS will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle. The PDP will provide focus for progress towards proficiency related to the performance criteria/descriptors. Professional Development Plans will be categorized as enrichment, progressing, or noted for development. To participate in an Enrichment PDP, a LMS must be proficient in all performance criteria/descriptors. If a LMS is not performing at a proficient level, the PDP will indicate he/she is progressing toward proficiency or is noted for development. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

Noted for development and progressing PDPs will be written in response to an observed deficiency, unplanned data, an artifact document or other information that indicates concern regarding a specific criterion/descriptors. They should be discussed and presented to the LMS within a reasonable amount of time.

While the noted for development and progressing PDPs should represent consensus between the LMS and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final.

- X Annual Professional Development Conferences will be held with the administrator/supervisor to develop or review the PDP(s) and to discuss the portfolio. During the conference, a review of the performance criteria/descriptors, the LMS' s current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

## Third through Fifth Year LMSs in District

### The LMS Will:

Collect and share data related to performance criteria/descriptors

Develop a portfolio

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet

Conduct a self assessment on the self evaluation form

### The Administrator Will:

Conduct two formal observations annually:\*

- one scheduled with pre- and post-observation conference (complete the feedback section of the LMS Evaluation Report)
- one unscheduled with post-observation conference (complete the feedback section of the LMS Evaluation Report)

Collect data related to performance criteria/descriptors:

- as requested of LMS
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the LMS Evaluation Report by March 1.

### The LMS and Administrator Will:

Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals

Hold annual Professional Development Conference with administrator to develop or review PDPs and discuss portfolio

- X Minimum Standard - Formal observation may be increased at the request of the LMS or as determined by the administrator.

## Tenured LMS

During the three-year development/evaluation cycle, the tenured LMS will:

- X Collect and share data related to performance criteria/descriptors. LMSs need to keep an on-going collection of data related to the criteria/descriptors. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and portfolios, web sites, inservice participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for LMS performance. Refer to pages 17-19 for specific standards, criteria, and descriptors.
- X Provide data as requested by administrator. In addition to items requested by the administrator/supervisor, the LMS will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference.
- X Develop/update and present a portfolio. A portfolio will house documentation, data, and samples of reflections to demonstrate proficiency related to the district performance criteria/descriptors. LMSs will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at the follow up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.

The portfolio is a documentary history of an LMS' s learning process against a set of standards. The portfolio is much more than an elaborate scrapbook or collection of written documents. It is an individualized portrait of the LMS as a professional, reflecting his or her philosophy and practice. It is an articulation of who one is as an LMS. This is fully realized only through the LMS' s deliberate selection of artifacts and thoughtful reflection that (1) describes the artifact, (2) justifies the artifact=s inclusion within the framework of the standards, and (3) conveys what the LMS has learned about him/herself and the practice of teaching.

An artifact is defined broadly as any evidence used by the LMS to document or support meeting the teaching standards. LMSs should not submit separate artifacts to support each standard; a limited number of artifacts (8-12) should be carefully chosen to document competency against the entire set of standards. This necessitates artifacts and accompanying reflections that meet more than one standard.

Written documents and data from observations/conversations are valuable to the LMS evaluation process. They may be included in the LMS portfolio if appropriate but they do not have to be included in order to support LMS evaluation.

Conduct a self assessment. Use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the three-year development/evaluation cycle for a tenured LMS, the administrator will:

- X Conduct two formal observations. A minimum of one scheduled and one unscheduled observation will be conducted during the three-year cycle. Scheduled observations will include pre-and post-observation conferences and the completion of the feedback section of the LMS Evaluation Report. Unscheduled observations will include post-observation conferences and the completion of the feedback section of the LMS Evaluation Report. Formal observations may be increased by the LMS or the administrator/supervisor.

- X Collect data related to performance criteria/descriptors. The administrator/supervisor may request additional data from the LMS related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the LMS, students, parents, and the community may be used as documentation related to performance criteria/descriptors. The LMS Evaluation Report indicates through what means the data will generally be gathered (WD=Written Documents or O/C=Observation/Conversation).

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the feedback/documentation section of the LMS Evaluation Report and place the form in the LMS' s evaluation file. All data included in the LMS' s evaluation file should have been discussed with the LMS prior to being placed in the file. Data collected during formal observations will be documented in the feedback section of the LMS Evaluation Report.

- X Develop and discuss summative evaluation. The administrator/supervisor will utilize collected data from the portfolio, observations, artifacts, documentation, and unplanned data to complete the Summative Evaluation. The Summative Evaluation is in the LMS Evaluation Report and is a rubric which formally summarizes the developmental level of performance for the LMS on each of the specified criteria/descriptors. Descriptors define the expected behavior for a particular criterion. The administrator/supervisor will conference with the LMS to discuss the Summative Evaluation in the LMS Evaluation Report on or before May 1.

## The Tenured LMS and Administrator Will:

- X Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals. Professional development for the tenured LMS is a collaborative effort facilitated by the administrator/supervisor and LMS. The LMS, with the approval of his or her administrator/supervisor, is responsible for the development and completion of the plan. Tenured LMSs who are proficient in all performance criteria/descriptors should have the opportunity to select from Professional Development Plan options during non-summative years. As part of the process, each LMS will conduct a self-assessment, select (together with the administrator/supervisor) suitable goals for focus, and then develop and implement a Professional Development Plan. This should occur on an annual basis; however, Professional Development Plans may be of multi-year design and may involve collaboration with colleagues. The tenured LMS in the development phase of the cycle will conduct the process, resulting in documentation of enhanced skill and reflection. The data are collected and maintained by the LMS and are used in the annual professional development conferences with the administrator/supervisor. LMSs should retain their Professional Development Plans and respective information and may use them in documenting criteria/descriptors during the four-year evaluation cycle. If a tenured LMS does not implement the PDP, the administrator/supervisor may choose to place the LMS on an annual evaluation cycle and/or on progressing or noted for development PDPs.

The administrator/supervisor and LMS should engage in a professional development conference early in each school year to discuss the LMS' s options for the professional development process. This should allow the administrator/supervisor to insure that areas in which the LMS wishes to focus and those aspects of practice which the LMS believes can make a contribution to the work of colleagues and the school or school community. Each LMS must submit a completed proposal to his/her administrator/supervisor for approval prior to October 15. In some cases, the LMS and administrator/supervisor may wish to determine a plan prior to the end of the previous school year. This would allow the LMS the opportunity to integrate district-provided professional opportunities, graduate work, summer workshops, travel, or other events into the plan including reflection and collegial work with other LMSs.

Tenured LMSs will be formally evaluated on a three-year cycle. The administrator/supervisor has the responsibility to observe the LMS on a regular basis and may receive unplanned and artifact data. A tenured LMS not meeting expectations on all criterion/descriptors may be reassigned from the professional development options plan to an annual evaluation cycle with administrator/supervisor initiated PDPs. If the administrator/supervisor determines the LMS is not meeting performance expectation(s), a progressing or noted for development PDP should be in place. The PDP will provide focus for progress towards proficiency related to the performance criteria/descriptors, which are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, failure to reach proficiency may jeopardize employment with the district. Noted for development and progressing PDPs should be in response to an observed deficiency, unplanned data, an artifact document, or other information that indicates concern regarding a specific criterion/descriptor. They should be discussed and presented to the LMS within a reasonable amount of time.

While the noted for development and progressing PDPs should represent consensus between the LMS and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final.

- X Hold annual Professional Development Conferences with the administrator/supervisor to develop or review the PDP(s) and to discuss the portfolio. During the conference, a review of the performance criteria/descriptors, the LMS=s current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

## Tenured LMS

### The LMS Will:

Collect and share data related to performance criteria/descriptors

Present updated portfolio for annual professional development conference

Provide data as requested by administrator/supervisor, plus

- Pre-Observation Form
- Lesson Reflection Sheet

Request additional observations by administrator if desired

Conduct a self assessment on the Self Evaluation Form

### The Administrator Will:

Conduct two formal observations during 4 year cycle:\*

- One scheduled with pre- and post-observation conference (complete the feedback section of the LMS Evaluation Report)
- One unscheduled with post-observation conference (complete the feedback section of the LMS Evaluation Report)

Collect data related to performance criteria/descriptors:

- as requested of LMS
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the LMS Evaluation Report by May 1.

### The LMS and Administrator Will:

Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals

Hold annual Professional Development Conference with administrator to develop or review PDPs and discuss portfolio

- X Minimum Standard - Formal observation may be increased at the request of the LMS or as determined by the administrator.

## **Summative Evaluation:**

All LMSs will receive a Summative Evaluation during the evaluation cycle. The Summative Evaluation summarizes the administrator' s/supervisor' s rating of performance for each criteria/descriptor. The Summative Evaluation is a section of the LMS Evaluation Report.

Non-tenured and tenured LMSs both have the opportunity to dispute information on the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administrator/supervisor is final. Written comments can be provided by either party (administrator/supervisor or LMS) and included with the report. Written comments by either party must be shared within five calendar days of the conference and appended to the original copy of the LMS Evaluation Report. The LMS, the administrator/supervisor, and the Department of Human Resources will retain copies of the report.

## Evaluation Timeline

	Non-Tenured					Tenured		
Year	1	2	3	4	5	1	2	3
Formal Evaluation	Yes	Yes	Yes	Yes	Yes	**	**	Yes
Scheduled Observation	1	1	1	1	1	-	-	1
Non-Scheduled Observation	2	2	1	1	1	-	-	1
Drop-In Observation	R E G U L A R					R E G U L A R		
PDP D-Development P-Progressing E-Enrichment	Yes (D or P)	Yes (D or P)	Yes (D, P or E)*	Yes (D, P or E)*	Yes (D, P or E)*	Yes (E)** D or P	Yes (E)** D or P	PDP should align with portfolio
Portfolio Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes should be collected during 3 years
Administrator and LMS Meet	Administrator meets to discuss management of portfolio and PDP as it relates to performance, school improvement, and strategic plan early in the school year.					Administrator meets to discuss management of portfolio and PDP as it relates to performance, school improvement, and strategic plan early in the school year.		
Administrator Observes Classroom	Administrator observes classroom instruction with Pre- and post-observation conferencing as appropriate.					Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.		
Data Collection	LMS and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					LMS implements PDP early in the school year; data for evaluation purposes must be available by dates established by administrator.		
Summative Evaluation	Administrator holds conference to review data collected and completes summative evaluation by <u>March 1</u> .					Administrator holds conference to review PDP or, if on summative evaluation, all data will be collected and completed. Summative evaluation by <u>May 1</u> .		

\* Indicates administrator/supervisor and option to whether developmental or enrichment plan will be implemented.

\*\* Indicates observation, only if needed, as determined by administrator/supervisor. Tenured LMSs not meeting all performance criteria/descriptors will be placed on an annual cycle and can not participate in the Professional Development Options Plan.

Drop-in observations by the administrator/supervisor are encouraged on a regular basis. A drop-in observation does not necessarily require formal written documentation. However, the administrator/supervisor may choose to document specific behaviors or events.

## Samples of Professional Development Options Plan

### Option A Action Research Team

This option allows two to five colleagues to work together toward a common goal. Topics should relate to one or more specific criteria/descriptors and to a School Improvement Plan goal. The Action Research could tie in with existing district or school programs or could open new areas of research. The Action Research topic must be approved by the administrator/supervisor. The topic for research could be an issue, strategy or theme such as lowering dropout rate, cooperative learning, building teams, increasing achievement, technology, or assessment. Each LMS involved should maintain his/her own data to document the research. The document could include written information such as scoring guides, surveys, instructional strategies, and performance tasks. The data should also include at least three points of view such as student, parent, other colleague, administrator/supervisor, or business partner. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

### Option B Professional Review Process

This option allows the LMS to use individual reflection to grow professionally. The LMS should be videotaped during three or more teaching sessions, focusing on one or more criteria/descriptors. His/her lesson should be self-evaluated using a written format. An outside observer, such as a peer, supervisor, STARR LMS, business partner, or representative from an educational agency or university staff development program could also observe the LMS. The LMS should document, by written reflection, the observation and the conference held with the outside observer. The LMS=s reflection portfolio documents the process of reviewing his/her own teaching practices with the data received from the observers, the reflections, survey results, and a final reflective piece on his/her professional growth during the process. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

### Option C Individualized Professional Activity

This option allows the LMS to work individually on specific areas approved by the administrator/supervisor. This will likely be based on curriculum development, program development, or use of technology. This plan should establish a connecting relationship with specific criteria/descriptors, school improvement, and/or strategic plan goals.

### Option D Collaborative Professional Plan

This option allows the tenured LMS to interact with colleagues focusing on particular teaching behaviors. This could be accomplished through peer coaching, a study group, or other forms of collaborative teams. The LMS uses the documentation to write a reflection of the experiences and how it has effected the LMS=s own practices. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

### Option F School-Wide/District-Wide Action Research

This option allows the tenured LMS with significant experience to work collaboratively on a project outlined in a school/building School Improvement Plan or strategic plan. Teams may be developed to represent a specific grade level, subject, common technology implementation, or cross discipline/cross district teams. The project must be approved by the administrator/supervisor. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

### Option G Collaborative Examination

Individual and/or collaboration examination of current research in the area of one or more of the evaluation standards, criteria, or descriptors for good teaching. This information will be entered into a database by the LMS for LMSs/administrators to access and utilize via the web.

### Option H LMS Leadership

This option provides LMSs with opportunities for LMS leadership activities. The opportunities may focus on: Adult development to evoke reflection in others, enable others to self evaluate, and encourage/support others in being productive, respectful, caring, trusted members of the school community. Organizational change by engaging others in forward thinking and planning based on shared core values, initiates actions toward innovative change, and takes responsibility for the support and development of systems for new and student LMSs. The project must be approved by the administrator/supervisor. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

## Standards and Criteria for Performance-Based LMS Evaluation

### Standard 1: Management and Administration

Criterion 1A:	Assessing of the media program
Criterion 1B:	Participating in the implementation of technology
Criterion 1C:	Planning and implementing the media center program
Criterion 1D:	Establishing and maintaining a productive environment
Criterion 1E:	Managing selection, acquisition, circulation, and maintenance of materials and equipment
Criterion 1F:	Training and supervising media center personnel
Criterion 1G:	Preparing statistical records and reports
Criterion 1H:	Planning, budgeting, and maintaining records
Criterion 1I:	Managing student behavior

### Standard 2: Instruction

Criterion 2A:	Implementing effective teaching techniques and instructional strategies
Criterion 2B:	Promoting development of research skills
Criterion 2C:	Serving as an instructional consultant

### Standard 3: Communication

Criterion 3A:	Demonstrating positive interpersonal relationships
Criterion 3B:	Communicating effectively

### Standard 4: Professional Responsibility

Criterion 4A:	Participating in professional growth activities
Criterion 4B:	Adhering to all policies, procedures, and regulations
Criterion 4C:	Contributing to the school and district

# LMS Evaluation Criteria with Descriptors

**Note:** Criteria-The items used to evaluate the LMS' s performance. The criteria describe the behavior of the students and LMS or the skill of the LMS related to effective performance.

**Descriptors-**Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion.

## Standard 1: Management and Administration

- Criterion 1A:** Assessing of the media program
- Descriptor 1: Evaluates services, facilities, materials, and equipment
  - Descriptor 2: Involves staff, students, administrators, and parents/patrons in the evaluation of the collection and services
  - Descriptor 3: Considers modifying the media program based on evaluation results
- Criterion 1B:** Participating in the implementation of technology
- Descriptor 4: Participates on the building and/or district technology committees
  - Descriptor 5: Encourages the development of information literacy skills
  - Descriptor 6: Promotes the integration and use of technology
- Criterion 1C:** Planning and implementing the media center program
- Descriptor 7: Establishes and implements short- and long-range goals and related objectives for the media program
  - Descriptor 8: Participates in department, team, and/or grade-level meetings
  - Descriptor 9: Initiates resource sharing, interlibrary loan, and/or networking
  - Descriptor 10: Promotes the development and enjoyment of reading in all content areas and for recreation
- Criterion 1D:** Establishing and maintaining a productive environment
- Descriptor 11: Develops, implements and communicates policies and procedures for the operation of the media center
  - Descriptor 12: Initiates and promotes the flexible use of the media center by individuals, small groups, and large groups for research, browsing, recreational reading, viewing or listening
  - Descriptor 13: Maintains the media center in a functional, attractive, safe, and orderly environment conducive to learning
  - Descriptor 14: Encourages proper use and care of media center facilities, materials, and equipment
- Criterion 1E:** Managing selection, acquisition, circulation, and maintenance of materials and equipment
- Descriptor 15: Utilizes the board approved collection development policy (selection, weeding, reconsideration)
  - Descriptor 16: Orders, classifies, catalogs, processes, and organizes materials and equipment for circulation
  - Descriptor 17: Manages maintenance and repair of materials and equipment
  - Descriptor 18: Involves teachers and students in the selection of new materials
- Criterion 1F:** Training and supervising media center personnel
- Descriptor 19: Trains and supervises media center personnel
  - Descriptor 20: Collaborates with administrators/supervisors in the formal evaluation of non-certificated media center personnel
  - Descriptor 21: Encourages media center personnel to participate in job enrichment activities
  - Descriptor 22: Acknowledges the contributions of media center personnel

- Criterion 1G: Preparing statistical records and reports
- Descriptor 23: Maintains a current inventory of holdings
  - Descriptor 24: Prepares and submits accurate and timely reports to administration
- Criterion 1H: Planning, budgeting, and maintaining records
- Descriptor 25: Submits budget proposals based on needs and goals of the media program
  - Descriptor 26: Maintains accurate records of all disbursements for the media program
  - Descriptor 27: Makes appropriate use of a variety of funding sources
- Criterion 1I: Managing student behavior
- Descriptor 28: Establishes, clearly communicates, and consistently applies parameters for student behavior
  - Descriptor 29: Manages discipline problems in accordance with administrative regulations, board policies and legal requirements

## Standard 2: Instruction

- Criterion 2A: Implementing effective teaching techniques and instructional strategies
- Descriptor 30: Demonstrates the ability to motivate students to be independent learners
  - Descriptor 31: Varies lesson plans and teaching techniques to personalize learning
  - Descriptor 32: Demonstrates the ability to motivate students to read for curricular and recreational purposes
- Criterion 2B: Promoting development of research skills
- Descriptor 33: Develops strategies that enable students to access, evaluate, and use information effectively
  - Descriptor 34: Integrates information and technology literacy components into the curriculum
- Criterion 2C: Serving as an instructional consultant
- Descriptor 35: Interacts with colleagues in planning instructional activities for students
  - Descriptor 36: Provides instructional assistance to staff and students in the use and integration of technology
  - Descriptor 37: Works closely with teachers to provide services and materials, which are appropriate to personalize learning
  - Descriptor 38: Keeps abreast of curricular changes

## Standard 3: Communication

- Criterion 3A: Demonstrating positive interpersonal relationships
- Descriptor 39: Responds positively to all patrons
  - Descriptor 40: Acknowledges patrons' rights to privacy and confidentiality
  - Descriptor 41: Demonstrates willingness to assist all patrons
  - Descriptor 42: Demonstrates an understanding and acceptance of students with special needs
  - Descriptor 43: Acknowledges the rights of others to hold different views and values
  - Descriptor 44: Encourages collaboration with staff

Criterion 3B: Communicating effectively

Descriptor 45: Informs students and staff of new materials and equipment

Descriptor 46: Suggests resources outside of the media collection

Descriptor 47: Communicates with patrons by using a variety of communication skills

Descriptor 48: Shares information with staff after participating in professional activities

## Standard 4: Professional Responsibility

Criterion 4A: Participating in professional growth activities

Descriptor 49 Participates in professional activities

Descriptor 50 Keeps current on issues related to media services

Descriptor 51 Participates in implementing innovations in the district

Criterion 4B: Adhering to all policies, procedures, and regulations

Descriptor 52 Exercises responsibility regarding policies and regulations applicable to his/her position

Descriptor 53 Selects appropriate channels for resolving concerns/problems

Criterion 4C: Contributing to the school and district

Descriptor 54 Participates in activities designed to make the school a productive learning environment

Descriptor 55 Participates, as appropriate, in Missouri School Improvement Plan, Comprehensive School Improvement Plan, district LMS meetings, and committee work

Descriptor 56 Attendance

## Glossary

Action Research	A process in which the LMS plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.
Administrator/Supervisor	The personnel authorized to implement the evaluation process. (administrator, department chair, facilitator, coordinator, etc.)
Artifact Data	Documents or tangible items of information related to performance. Artifacts are typically supplied by the LMS but may be collected from other sources.
Criteria	The items used to evaluate the LMS' s performance. The criteria describe the behavior of the students and LMS or the skill of the LMS related to effective performance.
Comprehensive School Improvement Plan	(CSIP) A long range district-wide improvement plan.
Descriptors	Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion.
Drop-In Observations	An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
Evaluation Phase	The process of collecting data and making professional judgments about performance for the purpose of personnel decision-making.
Evaluation Review	The form used to summarize the administrator=s/supervisor=s rating of performance for each criterion at the end of the LMS evaluation process.
Library Media Center	(LMC) The facility which houses the LMC program.
Library Media Specialist	(LMS) The certified professional who manages the LMC program.
Mentor	The experienced LMS who is assigned to guide and support a first- or second-year LMS in the district.
Observation/Conversation	The LMS Evaluation Report indicates which performance criteria/descriptors require the data be gathered through observation or conversation. Conversation may be between the administrator/supervisor and the LMS, students, parents, staff, community, etc.
Peer Coach	A LMS who collaborates with another LMS for mutual support and instructional improvement.
Planned Data	Data regarding a LMS, related to a specific criteria/descriptor and collected by the administrator/supervisor.

Portfolio	A LMS=s collection of data reflecting performance, development, and involvement in professional activities that reflect criteria/descriptors, building goals, and the district strategic plan.
Post-Observation Conference	A conference between the administrator/supervisor and the LMS about data collected during an observation and other data submitted by the LMS. Written feedback will be completed by the administrator/supervisor in the feedback/document section of the LMS Evaluation Report to share at the conference.
Pre-Observation Conference	The interaction between administrator/supervisor and LMS during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-Observation Form will be completed by the LMS prior to the conference.
Professional Development Phase	A system designed to help LMSs improve on an ongoing basis.
Professional Development Plan	A plan to formalize and document professional growth for the purpose of attaining proficient and distinguished levels of performance. PDPs will be categorized as enrichment, progressing, and noted for development. If the LMS is not performing at a proficient level or above on all criteria/descriptors, the PDP will indicate they are progressing toward proficiency or are noted for development.
Professional Improvement Plan	(PIP) A plan that assists LMSs in attaining a satisfactory level of performance on a criterion.
Scheduled Observation	A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the LMS evaluation.
Scheduled Observation	A planned visit that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the evaluation phase.
Scoring Guide	Descriptions of performance levels, which defines levels of proficiency.
System Review	A process for periodic review of the evaluation system.
Unscheduled Observation	An unannounced observation of twenty minutes or more, used to collect data for the LMS evaluation.
Unplanned Data	Unsolicited data regarding a LMS, related to a specific criterion/descriptor and collected by the administrator/supervisor.
Written Documents	Any concrete examples of items, which are related to performance criteria/descriptors. The LMS Evaluation Report indicates the criterion/descriptors for which the LMS must provide written documents.

## Pre-Observation Form

The Pre-Observation Form is to be completed by the LMS and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the LMS=s reflective understanding regarding planning and may be used to document criteria/descriptors.

LMS \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

1. Briefly describe the lesson and the audience.	2. What objectives will be used? What do you expect the audience to be able to know or do at the end of the activity? How does this relate to what the audience should be able to know and do at the end of this lesson?
3. What are these objectives suitable for the audience?	4. How does the lesson plan provide for audience members to engage in work? What will the audience do?
5. What difficulties does the audience typically experience in this area, and how do you plan to address those difficulties and enable the audience to persist in the work?	6. What instructional materials or other resources will you use?
7. How do you plan to assess achievement? What procedure will you use? What products will be produced? (Attach tests or performance tasks and include scoring guides.)	8. Is there anything about the learning environment that you think might affect the audience during the observation?
9. What are the most important routines, procedures, rules, and expectations for student behavior that will be in operation during the observed lesson?	10. Are there any special circumstances of which the observer should be aware?
Notes:	

LMS' s Signature \_\_\_\_\_

Date \_\_\_\_\_

Administrator' s/Supervisor' s Signature \_\_\_\_\_

Date \_\_\_\_\_

**Signature indicates the above has been reviewed and discussed. Copies must be submitted to LMS and administrator/supervisor.**

## Lesson Reflection Sheet

The Lesson Reflection Sheet will be completed by the LMS following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria/descriptors.

LMS \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

<p>1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?</p>	<p>2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the district=s curriculum guide?</p>
<p>3. What feedback did I receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson?</p>	<p>4. Did I adjust my goals or my work as I taught the lesson? Why? How?</p>
<p>5. If I had the opportunity to teach this lesson again, what would I do differently?</p>	<p>6. If there was one thing from this lesson that I could share with a colleague, what would it be?</p>

Notes:

Copies must be submitted to LMS and administrator/supervisor.



Summative Evaluation:

Criterion 1B: Participating in the implementation of technology				
Descriptor 4: Participates on the building and/or district technology committees Descriptor 5: Encourages the development of information literacy skills Descriptor 6: Promotes the integration and use of technology				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS does not use technology within the LMC program.  <input type="checkbox"/>	The LMS makes some use of technology within the LMC program but does not assist or promote the use of technology with others.  <input type="checkbox"/>	The LMS participates on the building and/or district technology committees, encourages the development of information literacy skills, and promotes the integration and use of technology into the curriculum.  <input type="checkbox"/>	The LMS actively leads the building and/or district in the growth and integration of technology.  <input type="checkbox"/>	

Feedback/Documentation:

Feedback/Date
---------------

Written documents = WD or Observation/Conversation = O/C





Summative Evaluation:

Criterion 1E: Managing selection, acquisition, circulation, and maintenance of materials and equipment				
Descriptor 15: Utilizes the board approved collection development policy (selection, weeding, reconsideration) Descriptor 16: Orders, classifies, catalogs, processes, and organizes materials and equipment for circulation Descriptor 17: Manages maintenance and repair of materials and equipment Descriptor 18: Involves teachers and students in the selection of new materials				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS demonstrates insufficient skills in the selection, acquisition, circulation, and maintenance of materials and equipment.  <input type="checkbox"/>	The LMS inconsistently manages the selection, acquisition, circulation, and maintenance of materials and equipment.  <input type="checkbox"/>	The LMS consistently manages the selection, acquisition, circulation, and maintenance of materials and equipment. The LMS orders, classifies, catalogs, processes, and organizes these items. The LMS utilizes the board approved collection development policy for selection, weeding, and reconsideration.  <input type="checkbox"/>	The LMS demonstrates superior skill in the selection, acquisition, and processing of materials for optimal use. The LMS involves the students and teachers in the selection of new materials and consults several review sources.  <input type="checkbox"/>	

Feedback/Documentation:

Feedback/Date
WD Data (list/date)

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 1F: Training and supervising media center personnel				
Descriptor 19: Trains and supervises media center personnel Descriptor 20: Collaborates with administrators/supervisors in the formal evaluation of non-certificated media center personnel Descriptor 21: Encourages media center personnel to participate in job enrichment activities Descriptor 22: Acknowledges the contributions of media center personnel				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows little or no evidence of competence in training and supervising media center personnel.  <input type="checkbox"/>	The LMS inconsistently trains and supervises media center personnel to perform duties efficiently.  <input type="checkbox"/>	The LMS consistently trains and supervises media center personnel to perform duties efficiently. The LMS collaborates with administrators in the formal evaluation of non-certificated media center personnel.  <input type="checkbox"/>	The LMS implements a training program for media center staff. Supervision of media center staff is consistent and positive.  <input type="checkbox"/>	

Feedback/Documentation:

Feedback/Date
---------------

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 1G: Preparing statistical records and reports				
Descriptor 23: Maintains a current inventory of holdings Descriptor 24: Prepares and submits accurate and timely reports to administration				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS does not maintain statistical records and reports for the LMC program.  <input type="checkbox"/>	The LMS inconsistently and/or poorly prepares statistical records and reports for the LMC program.  <input type="checkbox"/>	The LMS consistently maintains a current inventory of holdings and prepares statistical records and reports needed to manage the LMC program.  <input type="checkbox"/>	The LMS prepares and submits accurate and pertinent statistical records and analytical reports for use in evaluating the LMC program.  <input type="checkbox"/>	



Summative Evaluation:

Criterion 11: Managing student behavior				
Descriptor 28: Establishes, clearly communicates, and consistently applies parameters for student behavior Descriptor 29: Manages discipline problems in accordance with administrative regulations, board policies and legal requirements				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS does not manage student behavior in a constructive manner.  <input type="checkbox"/>	The LMS is inconsistent in managing student behavior in a constructive manner.  <input type="checkbox"/>	The LMS manages student behavior in a constructive manner. The LMS establishes standards of conduct that are clear and consistently applied.  <input type="checkbox"/>	The LMS plans and implements strategies to promote self-discipline. The LMS manages student behavior in a highly effective and sensitive manner.  <input type="checkbox"/>	

Feedback/Documentation:

Feedback/Date
---------------

Written documents = WD or Observation/Conversation = O/C

## Standard 2: Instruction

Summative Evaluation:

Criterion 2A: Implementing effective teaching techniques and instructional strategies				
Descriptor 30: Demonstrates the ability to motivate students to be independent learners Descriptor 31: Varies lesson plans and teaching techniques to personalize learning Descriptor 32: Demonstrates the ability to motivate students to read for curricular and recreational purposes				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows little or no evidence of using instructional strategies. The LMS does little to address the diversity of learners.  <input type="checkbox"/>	The LMS uses limited teaching techniques and strategies to address student learning.  <input type="checkbox"/>	The LMS consistently implements effective teaching techniques and varied instructional strategies that address the diversity of students and encourage independent learning. The LMS demonstrates the ability to motivate students to read for curricular and recreational purposes.  <input type="checkbox"/>	The LMS develops creative instructional techniques and considers learning styles to meet curricular goals and to personalize learning.  <input type="checkbox"/>	

--	--	--	--

Feedback/Documentation:

Feedback/Date
WD Data (list/date)

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 2B: Promoting development of research skills				
Descriptor 33: Develops strategies that enable students to access, evaluate, and use information effectively Descriptor 34: Integrates information and technology literacy components into the curriculum				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS lacks proficiency in teaching effective research skills.  <input type="checkbox"/>	The LMS inconsistently teaches effective research skills.  <input type="checkbox"/>	The LMS consistently promotes the development of effective research skills. The LMS integrates information and technology literacy components into the curriculum.  <input type="checkbox"/>	LMS displays superior ability in teaching students to access, evaluate, and use information and technology.  <input type="checkbox"/>	

Feedback/Documentation:

Feedback/Date
---------------

Written documents = WD or Observation/Conversation = O/C



## Standard 3: Communication

Summative Evaluation:

Criterion 3A: Demonstrating positive interpersonal relationships				
Descriptor 39: Responds positively to all patrons Descriptor 40: Acknowledges patrons= rights to privacy and confidentiality Descriptor 41: Demonstrates willingness to assist all patrons Descriptor 42: Demonstrates an understanding and acceptance of students with special needs Descriptor 43: Acknowledges the rights of others to hold different views and values Descriptor 44: Encourages collaboration with staff				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows little or no interest in working with students, staff, administrators, and parents/patrons.  <input type="checkbox"/>	The LMS intermittently demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.  <input type="checkbox"/>	The LMS consistently demonstrates positive interpersonal relationships with all students, staff, administrators, and parents/patrons, and is attentive to needs based on culture, gender, race, class and/or diagnosed learning needs.  <input type="checkbox"/>	The LMS exhibits the ability to encourage and develop a diverse group of involved users of the LMC by interacting in a professional and respectful manner. The LMS initiates collaboration with staff.  <input type="checkbox"/>	

Feedback/Documentation:

Feedback/date
---------------

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 3B: Communicating effectively				
Descriptor 45: Informs students and staff of new materials and equipment Descriptor 46: Suggests resources outside of the media collection Descriptor 47: Communicates with patrons by using a variety of communication skills Descriptor 48: Shares information with staff after participating in professional activities				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows little or no interest in communicating effectively with students, staff, administrators, and parents/patrons.  <input type="checkbox"/>	The LMS inconsistently communicates with students, staff, administrators, and parents/patrons.  <input type="checkbox"/>	The LMS consistently communicates effectively with students, staff, administrators, and parents/patrons. The LMS informs students and staff of new materials and equipment as well as resources outside of the media collection.  <input type="checkbox"/>	The LMS employs a variety of culturally and developmentally relevant communication methods to promote the LMC program. The LMS excels in keeping a diverse group of people informed.  <input type="checkbox"/>	

Feedback/Documentation:

Feedback/Date
WD Data (list/date)

Written documents = WD or Observation/Conversation = O/C

## Standard 4: Professional Responsibility

Summative Evaluation:

Criterion 4A: Participating in professional growth activities				
Descriptor 49 Participates in professional activities Descriptor 50 Keeps current on issues related to media services Descriptor 51 Participates in implementing innovations in the district				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS seldom voluntarily participates in professional growth activities.  <input type="checkbox"/>	The LMS inconsistently participates in professional growth activities.  <input type="checkbox"/>	The LMS consistently participates in professional growth activities and keeps current on issues related to media services.  <input type="checkbox"/>	The LMS actively participates in professional growth activities and in implementing innovations in the district.  <input type="checkbox"/>	

Feedback/Documentation:

Feedback/Date
WD Data (list/date)

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 4B: Adhering to all policies, procedures, and regulations				
Descriptor 52 Exercises responsibility regarding policies and regulations applicable to his/her position Descriptor 53 Selects appropriate channels for resolving concerns/problems				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS adheres to all policies, procedures, and regulations of the building and district.  <input type="checkbox"/>	The LMS intermittently complies with policies, procedures, and regulations of the building and district.  <input type="checkbox"/>	The LMS consistently adheres to all policies, procedures, and regulations of the building and district.  <input type="checkbox"/>	The LMS consistently adheres to all policies, procedures, and regulations of the building and district while assisting others in their understanding and compliance.  <input type="checkbox"/>	



Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

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

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

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

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

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

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

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

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

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

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

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



# LMS Self Evaluation Form

LMS \_\_\_\_\_ Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

Grade/Subject \_\_\_\_\_ Self Evaluation Completion \_\_\_\_\_

## Standard 1: Management and Administration

Summative Evaluation:

Criterion 1A: Assessing of the media program				Evaluation Based on:
Descriptor 1: Evaluates services, facilities, materials, and equipment Descriptor 2: Involves staff, students, administrators, and parents/patrons in the evaluation of the collection and services Descriptor 3: Considers modifying the media program based on evaluation results				
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows little or no evidence of program evaluation and no evidence of change or improvement.	The LMS is inconsistent in involving staff, students, administrators, and parents in the evaluation of the LMC program. There is minimal evidence of program improvement based on evaluation.	The LMS involves staff, students, administrators, and parents/patrons in the evaluation of the LMC collection. The LMS evaluates services, facilities, material, and equipment on a continuous basis both formally (i.e., state report, inventory data) and informally. Evaluation criteria include evidence that services and materials have been selected for a diverse student body, having diverse needs.	The LMS is highly skilled in the interpretation of collected data and the evaluation of feedback. The information is used to creatively modify the program to address the areas of need.	

Summative Evaluation:

Criterion 1B: Participating in the implementation of technology				Evaluation Based on:
Descriptor 4: Participates on the building and/or district technology committees Descriptor 5: Encourages the development of information literacy skills Descriptor 6: Promotes the integration and use of technology				
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS does not use technology within the LMC program.	The LMS makes some use of technology within the LMC program but does not assist or promote the use of technology with others.	The LMS participates on the building and/or district technology committees, encourages the development of information literacy skills, and promotes the integration and use of technology into the curriculum.	The LMS actively leads the building and/or district in the growth and integration of technology.	

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 1C: Planning and implementing the media center program				
Descriptor 7: Establishes and implements short- and long-range goals and related objectives for the media program Descriptor 8: Participates in department, team, and/or grade-level meetings Descriptor 9: Initiates resource sharing, interlibrary loan, and/or networking Descriptor 10: Promotes the development and enjoyment of reading in all content areas and for recreation				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS fails to develop and use planning strategies for the administration of the LMC program.	The LMS is ineffective in planning and implementing short-range and long-range goals which address program improvement.	The LMS establishes and implements LMC program short-range and long-range goals and related objectives which align with school, district, state, and national guidelines.	The LMS effectively plans and administers an innovative and dynamic LMC program, one which promotes the development and enjoyment of reading in the content areas and for recreation. The LMS is a vital member of the instructional team and seeks alliances for resources beyond the school community.	

Summative Evaluation:

Criterion 1D: Establishing and maintaining a productive environment				
Descriptor 11: Develops, implements and communicates policies and procedures for the operation of the media center. Descriptor 12: Initiates and promotes the flexible use of the media center by individuals, small groups, and large groups for research, browsing, recreational reading, viewing or listening Descriptor 13: Maintains the media center in a functional, attractive, safe, and orderly environment conducive to learning Descriptor 14: Encourages proper use and care of media center facilities, materials, and equipment				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS does not develop or maintain an environment conducive to productivity.	The LMS inconsistently provides an environment that enables students and staff to work at productive levels.	The LMS consistently establishes and maintains a productive environment by developing, implementing, and communicating policies and procedures for the operation of the media center. The LMS encourages proper use and care of media facilities, materials, and equipment.	The LMS creatively designs and promotes the LMC and maintains an appealing environment that is conducive to learning by various groups for various purposes.	

## Summative Evaluation:

Criterion 1E: Managing selection, acquisition, circulation, and maintenance of materials and equipment				
Descriptor 15: Utilizes the board approved collection development policy (selection, weeding, reconsideration) Descriptor 16: Orders, classifies, catalogs, processes, and organizes materials and equipment for circulation Descriptor 17: Manages maintenance and repair of materials and equipment Descriptor 18: Involves teachers and students in the selection of new materials				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS demonstrates insufficient skills in the selection, acquisition, circulation, and maintenance of materials and equipment.	The LMS inconsistently manages the selection, acquisition, circulation, and maintenance of materials and equipment.	The LMS consistently manages the selection, acquisition, circulation, and maintenance of materials and equipment. The LMS orders, classifies, catalogs, processes, and organizes these items. The LMS utilizes the board approved collection development policy for selection, weeding, and reconsideration.	The LMS demonstrates superior skill in the selection, acquisition, and processing of materials for optimal use. The LMS involves the students and teachers in the selection of new materials and consults several review sources.	

## Summative Evaluation:

Criterion 1F: Training and supervising media center personnel				
Descriptor 19: Trains and supervises media center personnel Descriptor 20: Collaborates with administrators/supervisors in the formal evaluation of non-certificated media center personnel Descriptor 21: Encourages media center personnel to participate in job enrichment activities Descriptor 22: Acknowledges the contributions of media center personnel				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows little or no evidence of competence in training and supervising media center personnel.	The LMS inconsistently trains and supervises media center personnel to perform duties efficiently.	The LMS consistently trains and supervises media center personnel to perform duties efficiently. The LMS collaborates with administrators in the formal evaluation of non-certificated media center personnel.	The LMS implements a training program for media center staff. Supervision of media center staff is consistent and positive.	

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 1G: Preparing statistical records and reports				
Descriptor 23: Maintains a current inventory of holdings Descriptor 24: Prepares and submits accurate and timely reports to administration				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS does not maintain statistical records and reports for the LMC program.	The LMS inconsistently and/or poorly prepares statistical records and reports for the LMC program.	The LMS consistently maintains a current inventory of holdings and prepares statistical records and reports needed to manage the LMC program.	The LMS prepares and submits accurate and pertinent statistical records and analytical reports for use in evaluating the LMC program.	

Summative Evaluation:

Criterion 1H: Planning, budgeting, and maintaining records				
Descriptor 25: Submits budget proposals based on needs and goals of the media program Descriptor 26: Maintains accurate records of all disbursements for the media program Descriptor 27: Makes appropriate use of a variety of funding sources				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS does not prepare a budget or maintain accurate records of expenditures.	The LMS poorly prepares budget records according to the needs and objectives of the LMC program.	The LMS consistently plans, budgets, and maintains accurate records according to the needs and objectives of the LMC program.	The LMS develops excellent strategies for budget planning, implementation and record keeping, and makes appropriate use of a variety of funding sources to enhance the LMC program.	

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 11: Managing student behavior				
Descriptor 28: Establishes, clearly communicates, and consistently applies parameters for student behavior Descriptor 29: Manages discipline problems in accordance with administrative regulations, board policies and legal requirements				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS does not manage student behavior in a constructive manner.	The LMS is inconsistent in managing student behavior in a constructive manner.	The LMS manages student behavior in a constructive manner. The LMS establishes standards of conduct that are clear and consistently applied.	The LMS plans and implements strategies to promote self-discipline. The LMS manages student behavior in a highly effective and sensitive manner.	

**Standard 2: Instruction**

Summative Evaluation:

Criterion 2A: Implementing effective teaching techniques and instructional strategies				
Descriptor 30: Demonstrates the ability to motivate students to be independent learners Descriptor 31: Varies lesson plans and teaching techniques to personalize learning Descriptor 32: Demonstrates the ability to motivate students to read for curricular and recreational purposes				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows little or no evidence of using instructional strategies. The LMS does little to address the diversity of learners.	The LMS uses limited teaching techniques and strategies to address student learning.	The LMS consistently implements effective teaching techniques and varied instructional strategies that address the diversity of students and encourage independent learning. The LMS demonstrates the ability to motivate students to read for curricular and recreational purposes.	The LMS develops creative instructional techniques and considers learning styles to meet curricular goals and to personalize learning.	

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 2B: Promoting development of research skills				
Descriptor 33: Develops strategies that enable students to access, evaluate, and use information effectively Descriptor 34: Integrates information and technology literacy components into the curriculum				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS lacks proficiency in teaching effective research skills.	The LMS inconsistently teaches effective research skills.	The LMS consistently promotes the development of effective research skills. The LMS integrates information and technology literacy components into the curriculum.	LMS displays superior ability in teaching students to access, evaluate, and use information and technology.	

Summative Evaluation:

Criterion 2C: Serving as an instructional consultant				
Descriptor 35: Interacts with colleagues in planning instructional activities for students Descriptor 36: Provides instructional assistance to staff and students in the use and integration of technology Descriptor 37: Works closely with teachers to provide services and materials which are appropriate to personalize learning Descriptor 38: Keeps abreast of curricular changes				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS is not involved in the instructional process of the school.	The LMS is seldom perceived as an instructional leader by the staff.	The LMS Consistently serves as an instructional consultant and keeps abreast of curricular changes. The LMS works closely with teachers to provide culturally relevant services and materials, which meet the needs of diverse groups of students.	The LMS initiates instructional assistance that is culturally and developmentally relevant or is sought out by staff members as an instructional leader. The LMS provides instructional assistance to staff and students in the use of print and technological resources.	

Written documents = WD or Observation/Conversation = O/C

### Standard 3: Communication

#### Summative Evaluation:

Criterion 3A: Demonstrating positive interpersonal relationships				
Descriptor 39: Responds positively to all patrons Descriptor 40: Acknowledges patrons= rights to privacy and confidentiality Descriptor 41: Demonstrates willingness to assist all patrons Descriptor 42: Demonstrates an understanding and acceptance of students with special needs Descriptor 43: Acknowledges the rights of others to hold different views and values Descriptor 44: Encourages collaboration with staff				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows little or no interest in working with students, staff, administrators, and parents/patrons.	The LMS intermittently demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.	The LMS consistently demonstrates positive interpersonal relationships with all students, staff, administrators, and parents/patrons, and is attentive to needs based on culture, gender, race, class and/or diagnosed learning needs.	The LMS exhibits the ability to encourage and develop a diverse group of involved users of the LMC by interacting in a professional and respectful manner. The LMS initiates collaboration with staff.	

#### Summative Evaluation:

Criterion 3B: Communicating effectively				
Descriptor 45: Informs students and staff of new materials and equipment Descriptor 46: Suggests resources outside of the media collection Descriptor 47: Communicates with patrons by using a variety of communication skills Descriptor 48: Shares information with staff after participating in professional activities				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows little or no interest in communicating effectively with students, staff, administrators, and parents/patrons.	The LMS inconsistently communicates with students, staff, administrators, and parents/patrons.	The LMS consistently communicates effectively with students, staff, administrators, and parents/patrons. The LMS informs students and staff of new materials and equipment as well as resources outside of the media collection.	The LMS employs a variety of culturally and developmentally relevant communication methods to promote the LMC program. The LMS excels in keeping a diverse group of people informed.	

**Standard 4: Professional Responsibility**

Summative Evaluation:

Criterion 4A: Participating in professional growth activities				
Descriptor 49 Participates in professional activities Descriptor 50 Keeps current on issues related to media services Descriptor 51 Participates in implementing innovations in the district				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS seldom voluntarily participates in professional growth activities.	The LMS inconsistently participates in professional growth activities.	The LMS consistently participates in professional growth activities and keeps current on issues related to media services.	The LMS actively participates in professional growth activities and in implementing innovations in the district.	

Summative Evaluation:

Criterion 4B: Adhering to all policies, procedures, and regulations				
Descriptor 52 Exercises responsibility regarding policies and regulations applicable to his/her position Descriptor 53 Selects appropriate channels for resolving concerns/problems				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS adheres to all policies, procedures, and regulations of the building and district.	The LMS intermittently complies with policies, procedures, and regulations of the building and district.	The LMS consistently adheres to all policies, procedures, and regulations of the building and district.	The LMS consistently adheres to all policies, procedures, and regulations of the building and district while assisting others in their understanding and compliance.	

Written documents = WD or Observation/Conversation = O/C

Summative Evaluation:

Criterion 4C: Contributing to the school and district				
Descriptor 54 Participates in activities designed to make the school a productive learning environment Descriptor 55 Participates, as appropriate, in Missouri School Improvement Plan, Comprehensive School Improvement Plan, district LMS meetings, and committee work Descriptor 56 Attendance				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
The LMS shows no interest in the development and/or implementation of the building and district vision, mission, and goals.	The LMS shows little interest in the development and/or implementation of the building and district vision, mission, and goals.	The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals. The LMS participates as appropriate in Missouri School Improvement Plan, Comprehensive School Improvement Plan, district meetings, and committee work.	The LMS takes an active role in the development and/or implementation of the building and district vision, mission, and goals. The LMS voluntarily participates in activities designed to make the school a productive learning environment.	
LMS is frequently absent and/or reports to work late or leaves early.	LMS's attendance is inconsistent and/or arrives late/leaves early occasionally.	LMS consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance.	LMS is rarely absent or late unless the situation is of an emergency nature.	

Written documents = WD or Observation/Conversation = O/C

# Professional Development Plan

1st/2nd Year LMS

3rd-5th Year LMS

Tenured LMS

Enrichment

Progressing Toward Proficiency

Noted for Development

LMS \_\_\_\_\_ School \_\_\_\_\_

Date \_\_\_\_\_ Administrator/Supervisor \_\_\_\_\_

Criteria: (Note: LMSs in 1<sup>st</sup> and 2<sup>nd</sup> year will address only the essential performance criteria/descriptors noted in the LMS Evaluation Report for 1st/2nd year LMSs.)

Objectives (Applicable descriptors and expected level of performance.):

Related Building/Strategic Plan Goal(s):

## Professional Development Plan (continued)

Strategies for achieving objective(s):  
(LMS and administrator/supervisor responsibilities)

LMS will:

Administrator will:

Assessment methods and timelines:

LMS' s Comments:

Administrator' s/Supervisor' s Comments:

Plan developed:

\_\_\_\_\_  
LMS' s Signature Date Administrator' s/Supervisor' s Signature Date

Plan completed \_\_\_\_\_ Plan revised \_\_\_\_\_ Plan continued \_\_\_\_\_

Date plan reviewed:

\_\_\_\_\_  
LMS' s Signature Date Administrator' s/Supervisor' s Signature Date



