

Ravena-Coeymans-Selkirk Central Schools
Annual Performance Review for Library Media Specialist

Name: _____ Date: _____

Position: _____ Building: _____

Administrator: _____

APR for school year: _____ - _____

| Probationary only | |
|-------------------------------------|-------------------------|
| Certification (specify area) | |
| <input type="checkbox"/> | transitional or initial |
| <input type="checkbox"/> | provisional |
| <input type="checkbox"/> | professional |
| <input type="checkbox"/> | permanent |
| Date Hired | _____ |
| _____ | _____ |
| Date | ted Tenure |

ASSIGNMENT (INCLUDE GRADE-LEVEL AND/OR SUBJECT)

SPECIAL ASSIGNMENT(S) AND/OR RESPONSIBILITIES

Tenured

List the **date, time, and subject** for which this staff member has been observed.

| | Pre | Observation | Post | Subject |
|----|-----|-------------|------|---------|
| 1. | | | | |

Probationary

| | Pre | Observation | Post | Subject |
|----|-----|-------------|------|---------|
| 2. | | | | |
| 3. | | | | |

Evaluator, do you recommend that this staff member continue in the RCS School District?

- Yes
- Provisionally, based on completion of the proposed activities and improvement in the areas documented below

No

PURPOSE OF ANNUAL PERFORMANCE REVIEW

The purpose of this annual performance review is to help improve performance or potential for performance by assessing strengths and identifying areas for improvement and growth.

GENERAL DIRECTIONS

This review, when completed, is to be discussed at a conference with the staff member and evaluator. A copy of the proposed review should be provided no later than two school days prior to the conference. Further, a maximum of five school days should be given to the staff member, following the conference, to respond in writing if so desired.

A personal copy of this review, in its completed state, is to be provided to the staff member when it becomes part of the staff member's personnel file. All correspondence related to this review should be included with the original document when it is filed.

Annual Performance Review for Library Media Specialist

Criteria and Effectiveness

The following checklist will be completed based on information yielded through observation(s) and Pre and Post Conference discussion between the administrator and the education professional. If the observation is of a professional meeting (eg. IST, CSE), no lesson plan is necessary.

For each of the areas described below, the evaluator is to place a check mark in the appropriate space that best describes the staff member's performance.

| Key: 4 = Highly Effective; 3 = Effective; 2 = Developing; 1 = Ineffective | 4 | 3 | 2 | 1 | Comments and evidence are mandatory for a rating of 1 and 2, optional for a 3 and 4. |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|
| 1. <u>Collection Development</u> a. Budgets and orders books and materials for the library. b. Catalogues and processes new materials. c. Acts as a link to other libraries. d. Circulates materials daily. e. Deselects outdated library materials. f. Locates quality nonfiction books and informational text articles for teachers to use for close reading across all curricular areas. g. Locate and provide multiple sources of information in diverse formats and media, including primary sources, graphic, audio, visual, and interactive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. <u>Reader's Advisory</u> a. Informational and Literacy Text: Choice and variety in reading; access to texts on topics of interest across a range of complexity that is both engaging and challenging; locating fiction and nonfiction titles for independent reading and research (both print and online) b. Guide teachers in selection of text with | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--|
| appropriate reading levels in both print and digital resources as a measure of reading difficulty | | | | | |
| 3. <u>Collaboration</u> a. Meets with teachers to discuss co-teaching opportunities to support the New York State Standards/CCLS. b. Create subject guides and resource lists of print and online sources. c. Builds relationships with students, staff, parents, or caregivers to meet the diverse learning needs of students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. <u>Classroom Management</u> a. Demonstrates classroom management skills that are supportive of different student learning styles. b. Librarian creates a safe climate of respect and rapport, communicating expectations for student behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. <u>Facilities Management</u> a. Plans instructional library space and resources to meet diverse student needs. b. Provides equitable access to various resources in print and electronic form. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. <u>Instructional Teaching</u> a. Instructs students and staff on appropriate documentation of resources. b. Instruct on Research and Writing Sources: Short and long projects to extend learning and move students toward creating their own questions and investigating topics for higher-level thinking. c. Instruct on Informational Skills; Accessing print and digital sources to connect to research topics; how to investigate more deeply; means to create and express knowledge products; reflection on the process and the product. d. Instruct on Academic Vocabulary: Identifying keywords to improve search strategies; broaden or narrow topics through use of subject-specific terminology. e. Instruct on Digital Literacy: Database access to quality resources; product creation, communication and collaboration tools; digital ethics and citizenship; evaluation of websites for credibility, accuracy and reliability; assist with student access to and familiarity with computer and software usage. f. Align research with the Common Core objectives to “build and present knowledge.” | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Key

4 Highly Effective means well advanced in the profession showing through evidence of improved professional practice; utilizes ongoing professional development and reflection.

- 3 **Effective** means more advanced in a profession; it implies a competence derived from training and practice.
- 2 **Developing** means having requisite or adequate ability or qualities of knowledge or skill.
- 1 **Ineffective** means lacking in necessary knowledge and/or required demonstration of skill.

Overall Score (check one): 4 3 2 1

HEDI Rating (check one): Highly Effective Effective Developing Ineffective

Comments by evaluator:

Comments by staff member:

Probationary Only

Identified area(s) in need of improvement:

Suggestions for improvement:

| Date | Proposed Activity | Documentation of Progress/Improvement |
|------|-------------------|---------------------------------------|
| | | |
| | | |
| | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

Administrator Signature

Date

Staff Member Signature*

Date

* The signature of the staff member indicates that he/she has read this review and has knowledge of, but not necessarily agreement with, its content

Form B: Evidence Binder – Library Media Specialist

One to three examples of evidence per element may be provided in the evidence binder.

Staff Member:

Date:

Evaluator:

| Element | Evaluator Evidence/Notes | HEDI Scoring | | | | STAFF MEMBER Comments/Responses |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------------|
| | | Highly Effective | Effective | Developing | Ineffective | |
| | | 4 | 3 | 2 | 1 | |
| 1. Librarians demonstrate knowledge of child and adolescent development, including students’ cognitive, language, social, emotional skills for appropriate collection development (e.g. digital or print media sources selected for student reading levels). | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Librarians demonstrate current, research-based knowledge of inquiry-based learning and utilize professional resources | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Librarians communicate with students, families and/or colleagues to support district learning objectives. Promotes a culture that supports high expectations for student learning. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Librarian demonstrates knowledge of and are responsive to diverse learning needs, interests, and experiences of all students | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. Librarian acquires knowledge of individual students, families, guardians, and/or caregivers to facilitate effective student services. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 6. Librarians demonstrate knowledge and understanding of technological and information literacy and how they affect student learning. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Librarians reflect on their practice to improve instructional effectiveness and guide professional growth. Librarians set goals. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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Overall Score (check one): 4 3 2 1

HEDI Rating (check one): Highly Effective Effective Developing Ineffective

Additional comments by evaluator (if needed):

Additional comments by staff member (if needed):

End of Year Self Reflection – Library Media Specialist

Each response should not exceed 250 words.

**What practices did I find helpful in supporting student learning objectives?
What strategies need improvement?**

How did personal professional development or advancements in my field positively influence my growth as a professional? How did I successfully incorporate it into my practice?

What resources, strategies/skills, or support are necessary for me to continue to make professional growth?

Staff member, in this space, please identify your professional development goal for the coming year (probationary goals should be developed in collaboration with the evaluator).

Administrator Signature

Date

Staff Member Signature*

Date

* The signature of the staff member indicates that he/she has read this review and has knowledge of, but not necessarily agreement with, its content