Librarian Evaluation Process and Information
FA-2015

Hillsboro R-3 School District

Hillsboro Librarian Evaluation Process

Overview

The purpose of the Network for Educator Effectiveness (NEE) is to facilitate professional growth in educators. NEE has evaluation and growth systems for teachers and other education professionals (e.g., principals, Counselor media specialists, speech language pathologists), including Librarians.

Three resources are available to assist with implementation of the Librarian evaluation and growth system:

1. User Guide

2. Librarian Evaluation Worksheet

3. Scoring Guide

Both the Librarian Evaluation Worksheet and the Scoring Guide are available at EdHub at theedhub.org. As an evaluator uses the Scoring Guide, scores and feedback are recorded on the Evaluation Worksheet.

This guide takes you through the steps for NEE's Librarian evaluation and growth system.

Step 1 – Initial Meeting. Review the Librarian Evaluation Worksheet and Librarian Scoring Guide together (i.e., the administrator and Librarian).

Step 2 – Decide on a Librarian Evaluation Model. There are two different models:

Simple Model – Use the Librarian Evaluation Worksheet as a stand-alone measure. Also, NEE recommends that Librarians complete a Professional Development Plan (PDP) even if this model is chosen because Librarians are expected to set goals for professional growth across the school year.

Full Model – Use the Librarian Evaluation Worksheet in conjunction with the teacher evaluation system. The Librarian can be evaluated in the same way as teachers with only minor modifications. The Librarian Evaluation Worksheet replaces the Unit of Instruction; the remaining components of the teacher model could be applied to the Librarian. In this model, Librarians may receive evaluation feedback based on classroom observation, student surveys, and professional development plans.

The table below shows the data sources used for the teacher evaluation system, the Librarian full model, and the Librarian simple model:

Teacher Evaluation System	Librarian Full Model	Librarian Simple Model
1. Classroom Observation	Classroom Observation	--
2. Student Survey	Student Survey	--
3. Professional Development Plan	Professional Development Plan	Professional Development Plan
4. Unit of Instruction	Librarian Evaluation Worksheet	Librarian Evaluation Worksheet

	Hillsboro Librarian Model	
	Classroom Observation	
	--	
	Professional Development Plan	
	School Librarian Evaluation Organizer	

Step 3 – Collect Data. The Librarian uses the appropriate scoring guides and templates to collect data on their various responsibilities.

Step 4 – Enter Data. The Librarian enters all appropriate data into the evaluation worksheet and provides any necessary narrative description.

Step 5 – Provide Feedback. The evaluator should provide feedback to the Librarian at least twice per year. The Librarian evaluation system provides opportunities for feedback conversations between the Librarian and the evaluator at the beginning and end of the school year. The Librarian evaluation system includes input from the Librarian because school administrators charged with evaluating and supporting a Librarian may not fully understand the role of a Librarian.

It is important to provide high-quality feedback. An evaluator's feedback has significant impact on performance. Research shows effective feedback:

- Is frequent.

- Is face to face.

- Links performance to subsequent training.

- Compares the current score with the goal, and outlines the steps needed to reach the goal. Identifies gaps between current behavior and desired behavior with clear correct solutions.

- Focuses on behavior and not the person. If feedback strays from behavior to the person, it slows growth.

- Breaks down the multiple tasks involved in teaching to specific tasks.

- Focuses on standards and describes specific observations so that evaluators and educators identify strengths and weaknesses and together decide how to improve performance.

- Includes areas needing growth. If only positive feedback is given, it actually slows or stops growth.

Step 6 – Access Professional Growth Resources. The Librarian accesses resources for professional growth in areas tailored for each individual, based on data collected in Step 3. The purpose of NEE is to promote growth and support professional development. To facilitate these activities, NEE's online database tool links to online resources at EdHub.

Click the following links for information about the following:

- Librarian Evaluation Introduction
  https://www.youtube.com/watch?v=tnuS5RmB7rl&feature=youtu.be

- Librarian Professional Librarian PD Plan Introduction
  https://www.youtube.com/watch?v=WmXk7jJw7wE&feature=youtu.be

- Librarian Organizer Element Review
  https://www.youtube.com/watch?v=vuIvAFzSlZo&feature=youtu.be

- Librarian Reports Introduction
  https://www.youtube.com/watch?v=HmbihD_CE_l&feature=youtu.be

2015-2016 Professional School Librarian Standards and Quality Indicators

AASL Standard 1: Teaching for Learning
MSSL Standards 1: Instructional Quality; 2: Literacy Programming; 3: Information Access; 6: Technology

Indicator 1.1 – Builds collaborative partnerships.
(MSSL Indicator 1.2)

0 – No evidence of collaboration with teachers and other educators, the community, or administrators.

2 – Some evidence of moderate collaboration with teachers and other educators. There is occasional collaboration, but no systematic approach to provide teachers with instructional resources for information literacy and technology proficiencies.

4 – Strong evidence of ongoing, systematic collaboration with teachers and other educators. Provides robust learning supports in all classrooms with significant integration with content and instruction. Supports teachers in creating a literacy-rich learning environment in their classrooms with strong support for student engagement in ILTP. May collaborate with parents and members of the community. May work with administrators to actively promote collaboration.

Indicator 1.2 – Promotes reading.
(MSSL Indicator 2.1 & 2.4)

0 – Does not create an environment that encourages student literacy growth.

2 – Creates an environment that encourages some students to engage in literacy for understanding and enjoyment, but not all students (e.g., those struggling with literacy). Uses strategies with moderate success (e.g., providing attractive choice, exposure to authors, read aloud).

4 – Creates an environment that strongly increases almost all students' desire to engage in literacy activities for various reasons. Develops and organizes literacy projects and events that promote independent use of print and electronic resources.

Indicator 1.3 – Provides instruction that addresses multiple literacies – including technology   (MSSL Indicator 3.2 & 6.3)

0 – Does not provide an information literacy program. No clear evidence that LMS knows how to support information literacy skill instruction for preK-12 students. Uses little or no technology tools to facilitate student learning. Technology skills are limited to basic computing tasks.

2 – Some evidence of support for information literacy skills program. Provides some literacy skill (including technology) instruction for some students or groups.

4 – Strong evidence of an information literacy skill-rich, critical thinking environment across grades for the school community. Clearly integrates state-of-the-art and emerging technologies in the literacy skills program.

Standard 1.4 – Use effective practices to teach inquiry and the information search process   (MSSL Indicator 1.1)

0 – Does not use research-based strategies that optimize student literacy development. Does not use appropriate and varied literacy strategies. Exhibits neither understanding nor application of the foundations of learner development relevant to literacy processes and components.

2 – Provides some research-based instructional strategies -- including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections -- for readers and writers but instruction is not the most appropriate literacy-related strategy to use for maximum student learning. Exhibits some understanding but limited application of the foundations of learner development relevant to literacy processes and components.

4 – Consistently uses research-based strategies* that optimize student literacy development. Provides appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing. Exhibits deep understanding and strong application of the foundations of learner development relevant to literacy processes and components.

*Use of prior literacy knowledge; poses questions appropriate to the task; promote critical thinking through activities that require application, analysis, evaluation and creativity; provide feedback and revision opportunities; use authentic examples; provide active and interactive lessons.

Standard 1.4 b– Addresses diversity, equity, and inclusiveness in literacy lessons and programs (MSSL Indicator 2.3 & 3.3)
0 –There are no systemic routines or processes to ensure the LMC services are provided in a fair and equitable manner to all students and staff. No evidence of understanding or valuing diversity or the role of diversity* in literacy development.
2 – Some strategies in place to ensure fair practices in accessing LMC services are in place. LMC collection (or recommendations) indicates some understanding of how diversity influences literacy of students. Regularly provides appropriate instruction for readers and writers but may not be a varied/differentiated to address struggling students.
4 – Strong evidence of systematic differentiation in instruction and materials. Implements LMC policies to ensure equity in accessing resources. Draws connections between home and community/school literacy and provides traditional print, digital, and online resources that capitalize on diversity.

Indicator 1.5– Assessment in teaching for learning (MSSL Indicator 1.1 & 1.3)
0 – Does not use appropriate assessments in the evaluation of student learning.
2 – Uses appropriate assessments occasionally, but not systematically to measure individual and class achievement.
4 – Regularly assesses the impact of instruction on student achievement to ensure the program is meeting its goals. Assessments include summative and formative components. Assessments are varied and of high-quality.

AASL Standard 2: Building the Learning Environment
MSSL Standards 2: Literacy Programming; 4: Leadership 5: Managing the Program; 6: Technology; 7: Professional Growth

Indicator 2.1 – Planning and evaluating
(MSSL Indicator 5.1)
(Evidence related to this indicator can be found on Core Data [Screen 7])

0 – Has no understanding of the purposes for strategic planning, program evaluation, and program reporting outcomes. LMC or school/district-related planning documents are not effectively used. LMC-related data is minimally gathered and little is done with the data findings. Does not meet reporting requirements.

2 – Has an understanding of the purposes for strategic planning, program evaluation, and program reporting outcomes. LMC or school/district-related planning documents may not be effectively used. LMC-related data is gathered and the data analysis findings are reported. Meets reporting requirements.

4 – Actively participates in school and/or district strategic planning and program evaluation processes. Regularly uses strategic plan documents, and conducts program evaluation on a regular basis, and reports the outcomes to stakeholders. LMC data is regularly gathered, analyzed and effectively reported. Continuously uses LMC data to promote the LMC program/services in strategic plan documents at the school/district level. Conducts effective program evaluations on a regular basis to seek methods of program improvement.. Provides reports of the LMC evaluation outcomes to stakeholders and seeks their feedback.

Indicator 2.2 & 2.4 – Staffing and Budget
(MSSL Indicator 5.3)
Evidence related to this indicator can be found on Core data [Screen 7]

0 – Mismanages the fiscal and personnel resources under LMS authority. Some LMC-collected data is available.

2 – Adequately manages the fiscal and personnel resources under LMS authority. Volunteer/aides are not used fully effectively; some, but not all, staff are aware of their roles and responsibilities. LMC-collected data is sometimes used to drive fiscal decisions.

4 – Manages fiscal and personnel resources under LMS authority well. Volunteer/aides are used highly effectively; staff are fully aware of their roles and responsibilities. Creates an environment of mutual respect and collaboration in which all staff members work toward the common goal of student learning. LMC-collected annual data is complete and provides valuable information to guide LMC development. Maximizes the LMC resources given the budget.

Indicator 2.3 – Learning space and technology access
(MSSL Indicator 5.3 & 6.1)

(Evidence related to this indicator can be found on Core data [Screen 7])

0 – Mismanages the physical resources under LMS authority. Makes no effort to provide equitable access for all students and staff to use available technology and technology-related resources. LMC schedules are not properly arranged to allow access to resources.

2 – Adequately manages the physical resources under LMS authority. The physical space is adequate. Provides adequate access for all students and staff to use available technology and technology-related resources. Required LMC-collected data is complete, but data useful in guiding future acquisitions of resources is not collected.

4 – Manages the physical resources under LMS authority well. The physical space is inviting and well-organized. Technology is readily accessible. The hours in which users can access resources has been optimzied. LMC schedules are properly arranged to allow equitable access for all students and staff to technology and resources. LMC-collected annual data is complete and provides valuable information that guide planning.

Indicator 2.5 – Policies and procedures
(MSSL Indicator 2.5, 5.4 & 5.5)

0 – Does not adhere to local board of education (BOE) policy. Does not demonstrate ethical behavior in terms of copyright, intellectual property, and fair use of materials.

2 – Adheres to local BOE policy, state guidelines, and national association recommendations for procedures (e.g., challenged material, acquisition, processing, cataloguing, and circulation). Behaves ethically in terms of copyright, intellectual property, and fair use of materials.

4 – Adheres to local BOE policy, state guidelines and national association recommendations for procedures. Participates in policy development and revision, as needed and appropriate. Behaves ethically in terms of copyright, intellectual property, and fair use of materials. Teaches the school community (teachers, students, and administrators) about digital citizenship (e.g., AUP), intellectual freedom, and other policies. Advocates, models, and teaches safe, legal, and ethical use of information.

Indicator 2.6 – Collection Management and Information Access
(MSSL Indicator 5.2, 3.1, 6.1, 2.3)

(Evidence related to this indicator can be found on Core Data [Screen 7])

0 – Does not maintain adequate records to make an accurate analysis of collection management (e.g., student/teacher LMC use rate, circulation rates, in-library use rates). Collection is poorly organized so that students and teachers have difficulty accessing the instructional resources and technology to accomplish their work. No evidence that an analysis of the LMS collection was conducted. No analysis of areas of need or recommendations.

2 – Adequate use of key collection management measures employed as shown by an annual review of the collection and resources in the LMC. Limited records of student/teacher LMC use rate, circulation rates, in-library use rates, etc., to meet curricular needs. Maintains adequate access for students to instructional resources and technology needed to accomplish their work. Some evidence of analysis of the LMC collection beyond the state core data report. Areas of need identified (if appropriate) and recommendations made.

4 – Exemplary use of collection management measures as shown by an annual review of the collection and resources in the LMC. Well-documented records of student/teacher LMC use rate, circulation rates, in-library use rates, etc., to meet curricular needs. Organizes instructional resources and technology to provide easy access to a wide variety of instructional materials for a variety of needs. Strong evidence of ongoing, systematic analysis to determine needs of the LMC collection. Recommendations were provided. Curates a well-developed collection.

Indicator 2.7 – Outreach and Advocacy (MSSL Indicator 4.2)

0 – Makes no effort to promote inform or involve the community in supporting the LMC. Does not advocate for the LMC within or outside the school community.

2 – Occasionally engages in some outreach or advocacy in the school community, and the community.

4 – Often engages in activities to educate the community about the LMC and advocates for it.. Organizes high-quality outreach activities that generate support for the LMC.   Promotes the value of the LMC with students, colleagues, administrators, and parents and guardians and the broader community through frequent presentations, social media, or other venues.

Indicator 2.8 – Professional development and involvement (MSSL Indicator 7.1 & 7.2)

0 – Exhibits no or little improvement of professional practice. Rarely seeks professional learning opportunities aligned to the goals of the LMC or school. Seldom contributes to the

profession or participates in local learning communities of the LMS profession and of the school and community.

2 – Improves professional practice related to information literacy education, effective use of digital tools, and LMC resources management. Participates in local district learning communities to improve student learning and innovative literacy education processes. Contributes to the effectiveness, vitality, and self-renewal of the teaching profession and of the school and community.

4 – Continuously improves professional practice, models lifelong learning, and leads information literacy education. Leads and participates in local and global learning communities to improve student learning. Evaluates and reflects on current research and professional practice on a regular basis. Is an active contributor to the effectiveness, vitality, and self-renewal of the teaching profession and of the school and community.

Indicator 2.8b– Knowledge of technology
(MSSL Indicator 6.2)

0 – Lacks adequate knowledge of technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Limited technology skills to support student and teacher technology needs. Limited willingness to develop technology skills.

2 – Exhibits adequate knowledge of technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Moderate technology skills to support student and teacher technology needs. Strong willingness to develop more intense technology skills.

4 – Exhibits exemplary knowledge of technology to facilitate experiences that advance student, teacher, and community member learning, creativity, and innovation in both face-to-face and virtual environments. Provides professional development learning opportunities for others to develop technology skills.

AASL Standard 3: Leadership
MSSL Standards 4: Leadership

Indicator 3.1 – Instructional leadership
(MSSL Indicator 4.1)

0 – lacks instructional leadership.

2 – Shows limited instructional leadership. Occasionally participates leadership activities.

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4 – Very active leader in the school, district, and community related to Information Literacy and Technology Literacy skills. Takes an active role in preparing and presenting training to various groups inside and outside the school.

These indicators are aligned with AASL's A 21st-Century Approach to School Librarian Evaluation, which is based on AASL's Empowering Learners: Guidelines for School Library Programs, which is supported by AASL's Standards for the 21ˢᵗ-Century Learner, and Learning4Life (L4L): A National Plan for Implementation of Standards for the 21st - Century Learner. They are also aligned with Missouri Standards for School Librarians submitted to the Department of Elementary and Secondary Education's OEQ on April 23, 2012.

School librarians perform five roles (information specialist, teacher, instructional partner, program administrator, and leader) in order to accomplish the school library's mission. – The school library is both virtual and physical space…As states begin adopting all or portions of [the common core] standards, much of the traditional stand - alone school library information literacy curriculum is being incorporated into core areas of the school instructional program. From now on, school librarians are expected to collaborate with classroom and support staff teachers to deliver instruction . . . In short, the current AASL position on the roles of school librarians places the school librarian in the school community as a collaborative teacher, not a lone instructor …Accordingly, school librarians will be evaluated on collaborative lessons, co - planned, co - taught, and co - assessed with their colleagues in the classroom or library, wherever instruction takes place. . . Because the teaching role of school librarians has changed, so, too, must their evaluation tools. (Owen, Patricia; School Librarians, American Association of (2012-08-01). A 21st-Century Approach to School Librarian Evaluation (Kindle Locations 119-120). Amer Library Assn.)

The Hillsboro R-3 Librarian Evaluation consist of?

- 4-8 Classroom/Office Observations by your administrator:

- Completion of the Librarian PD Plan

- Completion of the Professional School Librarian (PSC) Evaluation Organizer. Artifacts are to be aligned to information within the organizer and a portfolio developed.

Librarian Observation Indicators:

MUST HAVES

    a. **Indicator 1.1 – Displays and communicates content knowledge and academic language –** from the Teacher Evaluation Rubric should be applied to all LMSs.

    b. **Indicator 1.3 –Uses disciplinary research and inquiry methodologies, and teaches the tools of inquiry used in the content areas–** from the Teacher Evaluation Rubric should be applied to all LMSs.

WHICH 2 ADDITIONAL?

    c. In addition, NEE member districts may decide to apply all, or most, of their prioritized indicators used with classroom teachers to LMSs as well. These include:

        i. **Indicator 1.2 – Cognitively engages students in subject**

        ii. **Indicator 4.1 – Uses instructional strategies leading to student problem-solving and critical thinking**

        iii. **Indicator 5.3b – Establishes secure teacher-child relationships**

        iv. **Indicator 7.4 – Monitors effect of instruction on individual and class learning**

        v. **Indicator 4.2 – Appropriately uses instructional resources to enhance student learning**

        vi. **Indicator 5.2 – Manages time, space, transitions, and activities** (used primarily with new teachers)

Short Term Professional Growth Strategies are voluntary supports offered by the Network for Educator Effectiveness to further develop and strengthen effective teaching. The strategies are designed to work in conjunction with the schoolwide professional development for the selected indicators. They are not intended to take the place of that schoolwide professional development component. These strategies are designed to provide a boost in effective teaching within a four to six week time frame.

(**Note for administrators:** *Less than 20% of your teachers should be on the same Short Term Professional Growth Strategy at any time. If you have a larger percentage on the same strategy, schoolwide professional development on that indicator needs to be developed and implemented.*)

A strategy may be initiated by a teacher or by an administrator at any point in time throughout the school year. It can be developed solely by the teacher, or in consultation with the administrator.

Each strategy consists of committing to and completing five steps for a specific effective teaching indicator. The five steps are as follows:

1. Key questions to ask
2. Resources for knowledge
3. Learning Activities
4. End of cycle products/deliverables
5. Optional PD Trainings/Workshops

For each step, check the boxes that you feel will most improve effective teaching practices over the next few weeks. It is important to focus only on the resources, activities, and deliverables that you feel will develop growth on the indicator. This will mean that some checkboxes may be left blank, as well as some sections entirely. On the last page of this strategy are boxes for additional documentation for the assigned components the teacher is expected to do – and signatures of teacher and administrator, if so desired.

For more information or for assistance please contact Tom Hairston at hairstontw@missouri.edu.

NETWORK FOR EDUCATOR EFFECTIVENESS

SHORT TERM PROFESSIONAL GROWTH STRATEGY

Indicator 1.1: The teacher communicates the key concepts of the discipline(s) and uses academic language

NETWORK FOR EDUCATOR EFFECTIVENESS: PROFESSIONAL GROWTH STRATEGY

	KEY QUESTIONS TO ASK	• How will my students know the objective of my teaching and their classroom learning for the day? • What real world applications can help my students learn this concept? • How do I know that my students understand the language and content knowledge?
	RESOURCES FOR KNOWLEDGE	• Clear lesson objectives in student-friendly language (*http://goo.gl/B6rj1*) • Teacher is able to promote the content by discussing and having students use content in real-world everyday applications (*http://goo.gl/VOMsV*) • Teacher uses curriculum and aligns standards to deepen content knowledge of students (*http://goo.gl/Bthcb*) • Teacher designs assessment and instruction to meet the content needs of students (*http://goo.gl/6hHpk*)
	LEARNING ACTIVITIES	• Develop lesson objectives of unit based on district curriculum and state standards • Review district curriculum to align instruction to expectations of the school and/or district • Collaborate with an instructional coach/peer to develop real world examples of concepts in content area
	END OF CYCLE PRODUCTS OR DELIVERABLES	• Outlined lesson objectives in student friendly language and available to students • Content and academic language used in manner that is accessible to students • Real world connections to concepts brought up in lesson • Attained student feedback to direct discussion and lesson

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NETWORK FOR EDUCATOR EFFECTIVENESS

SHORT TERM PROFESSIONAL GROWTH STRATEGY

Indicator 1.3: The teacher communicates the methods of inquiry, research methodologies, or standards of evidence used in the discipline; and/or requires students to employ these methods to acquire and critically evaluate information/knowledge

KEY QUESTIONS TO ASK	• What research activities and inquiry questions can students pursue to learn the pertinent information from this lesson on their own or as a group? • How will I help students inquire and go deeper in their understanding?
RESOURCES FOR KNOWLEDGE	• Student led research based on content and discipline (http://goo.gl/6KkRu) • Opportunities for students to critically interpret information (http://goo.gl/kurrD) • Utilization of methods of inquiry to further student learning (http://goo.gl/fh9Eo) • Uses resources to further students research and understanding (http://goo.gl/rXtx1)
LEARNING ACTIVITIES	• Collaborate with instructional coach/peer on developing an inquiry-based student-led lesson/unit • Develop lessons that lead to students inquiring more on a specific, relevant topic
END OF CYCLE PRODUCTS OR DELIVERABLES	• Students are involved in inquisitive dialogue to further learning • Teacher provides opportunity for student led learning

MISSOURI MODEL TEACHING STANDARDS

Standard 1: Content Knowledge and Perspectives
Aligned with Appropriate Instruction

1.1	The teacher communicates the key concepts of the discipline(s), and uses academic language. *(Law: the teacher is knowledgeable of the content).*
1.2	**The teacher cognitively engages the student**
1.3	The teacher communicates the methods of inquiry, research methodologies, or standards of evidence used in the discipline; and/or requires students to employ these methods to acquire and critically evaluate information/knowledge.
1.4	The teacher makes integrated interdisciplinary content connections during instruction.
1.5	The teacher examines social and cultural diversity, and potential for bias in his/her representations of the discipline or discusses global perspectives of the discipline.

Standard 2: Understanding and Encouraging Student
Learning, Growth and Development

2.1	The teacher delivers instruction appropriate to the cognitive development level of the students.
2.2	The teacher has clear goals and also encourages students to be responsible by occasionally helping them set goals. Students have clearly articulated goals in learning activities.
2.3	The teacher applies research-based theories of learning. Planned instruction is aligned with delivered instruction. *(Note: Includes feedback, spaced practice, mastery goal orientation, summarizing, miscellaneous).*
2.4	The teacher applies research-based strategies to promote students' emotional well-being. The teacher and students are in an upbeat mood.
2.5	The teacher communicates awareness of students' prior knowledge and begins learning activities by activating prior knowledge. The teacher builds on prior knowledge to create a web of knowledge with connections.
2.6	The teacher uses approaches that incorporate and are sensitive to the student's family, language, culture, and community.

Standard 3: Implementing the Curriculum

3.1	The teacher bases instructional objectives and plans on state curriculum and district curriculum guides; selects and creates learning experiences that are appropriate for District curriculum.
3.2	The teacher presents learning activities to accommodate individual needs of diverse learners.
3.3	The teacher analyzes instructional goals and differentiated instructional strategies.

Standard 4: Teaching for Critical Thinking

4.1	**The teacher requires students to problem solve and think critically.**
4.2	The teacher uses a variety of developmentally appropriate instructional resources to enhance learning.
4.3	The teacher employs cooperative learning when appropriate. When cooperative learning is employed, it is organized adequately.

MISSOURI MODEL TEACHING STANDARDS

Standard 5: Creating a Positive Classroom Learning Environment

5.1	The teacher uses motivation strategies effectively (*Law: students actively participate in the learning process*) (*Note: Cognitive engagement is discussed in 1.2. Goals are discussed in 2.2. Emotional well-being is discussed in 2.4.*).
5.2	The teacher manages time, space and transitions well. Most students are on task (*Law: the teacher effectively maintains students' on-task behavior, the teacher is prepared*).
5.2b ◆	The teacher effectively uses discipline that promotes self-control.
5.3	The teacher applies research-based strategies to promote students' social competence to build a classroom community. (*Note: Emotional well-being is discussed in 2.4. Multiculturalism is 2.6..*)
5.3b ◆	The teacher has positive interactions or has a positive relationship with students.

Standard 6: Using Effective Communication

6.1	The teacher uses correct, effective verbal and written communication.
6.2	The teacher's communication and responses to student communication demonstrate sensitivity to differences.
6.3	The teacher supports and expands learner expression in speaking, writing, or other media.
6.4	The teacher uses technology and media communication tools effectively.

Standard 7: Use of Student Assessment Data to Analyze and Modify Instruction

7.1	The teacher creates and uses valid/reliable formal and informal assessments to address specific learning goals.
7.2	The teacher uses assessment data to improve learning activities.
7.3	The teacher involves students in self-assessment during assessment activities.
7.4	The teacher conducts formative, on-going assessment of learner progress.
7.5*	The teacher communicates student progress and maintains records
7.6*	The teacher participates in collaborative data analysis.

Standard 8: Professional Practice

8.1*	Self-assessment and improvement.
8.2*	Professional learning.
8.3*	Professional rights, responsibilities, & ethical practices.

Standard 9: Professional Collaboration

9.1*	Roles, responsibilities and collegial activities.
9.2*	Collaborating with context to meet needs.
9.3*	Cooperative partnerships.

Librarian PD Plan

Eleanor Roosevelt 18 years experience

School Year	2015-2016
Building	Golden City High
Professional Status	Tenured (T)

Edit

Reviews

Mid Year Review Date	November 5, 2015	Edit
End of Year Review Date	March 1, 2016	Edit

Scoring Rubric ☐

A. Goals to be Addressed by the Teacher Professional Development Plan (TPDP)

District Goals (CSIP Goals)

5. Parent and Community Involvement –Promote, facilitate and enhance parent, student and community involvement in the

LEA/District educational programs.

Edit

Building Goals (BSIP Goals)

Building Belief Statement 2:

· We believe student achievement comes through both independence and collaboration.

Edit

Indicator(s) to be Addressed

AASL 4.1.7 Use social networks and information tools to gather and share information.

Edit

Individual Teacher Professional Development (PD) Goal(s)

As the LMS I want to increase my use of information tools to engage parents in our school in LMC and literacy-related activities/events that will assist students to stay more active in literacy activities in the summer months. Since we currently lack any form of formal communications with the parents related to summer literacy activities/events the baseline is zero. My goal will be to increase summer literacy activity of 50 students during the time period of May 20th -August 10th as measured by parent survey in mid-August .based on the parents that engaged with the social media/information tools that I particiapted in.

Edit

Data Used to Determine PD Goals

Provide data (e.g., previous year's Summative Report, observation data, student survey results, self-assessment) used to determine your PD goals.

Based on feedback from the public library staff in the facility near our school, they indicated that very few of our students participated in any literacy-related activities last summer. Most of the participants in last summer's activities involved the children of library staff or the children of their friends or relatives. This low participation rate also confirms the regression in student reading perfomance that our teachers have reported. First and second grade teachers in our school have reported that the August DRA scores of nearly all students in their classes regress from their previous May DRA scores. The primary cause of this downward drift is the lack of summer literacy activity.

Edit

Sequence of PD Activities

List at least three PD activities that are aligned to your PD goals. Include a time frame.

I plan to learn how to use Twitter and set-up an account. I will send home account information to parents and have an announcement posted on the school webpage to propmote the account.

I will learn more about the public library summer reading program and build a stronger relationship with the local library staff.

I will learn more about the creation of neighborhood book club and recruit parents in several of our neighborhoods

to start those activities just prior to school getting out. I will provide free reading materials to those coordniators from our surplus reading inventory supply (old books taken out of circulation in our library and the public library).

Edit

Research Base for PD Activities

Explain the connection between cited research and PD activities to improve student learning.

Based on the findings of a recent three-year study by Dominican University's Graduate School of Library and Information Studies, we can confirm what many librarians have long suspected: students who take part in their local library's summer reading program significantly improve their reading skills. In fact, we found that kids who participate in these programs are 52 Lexile points ahead of their peers who do not. Summer reading programs are also an antidote for learning loss. So instead of losing knowledge and skills during the summer months, kids who attend reading programs actually show gains. Source: Summer Reading Programs Boost Student Achievement. By School Library Journal on November 1, 2010. By Carole Fiore and Susan Roman at http://www.slj.com/2010/11/students/summer-reading-programs-boost-student-achievement-study-says/#_

Edit

B. Teaching Strategies

Collaboration

Describe how this PDP involves collaboration with other educators (who, where, and when).

My collaboration efforts will include meeting with the local library staff during the winter and spring to gather the summer reading program information/events to then share with parents on Twitter.

I will meet with the PTO leadership committee this winter to organize a neighborhood book club initative with their involvment to recruit intersted parents. I will meet with these interested parents in the spring to provide them with information on how to organize their book club.

I will meet with each grade level team in late April to coordinate which neighborhoods will have book club activities. This meeting is intended to ask teachers to encourage struggling readers in these book club neighborhoods to participate in the book club and to ask the teacher to contact the reader's parent to inform them of this neighborhhod activity and share the neighborhood coordniator's name and contact information.

Edit

Student Engagement

Describe how this PDP helps you improve student engagement in the learning process.

The intent of this PD plan effoirt is to improve my Twitter skills so I can more easily and effectively communicate with parents during the spring and summer regarding summer reading events in our public library and to encourage parents to involve their children in these activities.

Edit

Diverse Learners

Describe how this PDP improves your ability to meet the varied needs of diverse learners.

My effort will be focused on reaching the parents and neighbors of the sturggling readers in our school so they will involve these children in some form of literacy activities in the summer months.

Edit

C. Prior Related PD

Provide a brief description of how the PD activities build upon prior PD or whether these activities are a new venture.

I have never used Twitter so this will be a new experinece.

Edit

NOTE: Element 8 is scored as "Not Applicable" (N/A) for first-year teachers or for veteran teachers beginning a new PD venture.

Pre-Implementation Approval

Teacher Section

Submit for Pre-Implementation Approval?

Principal Section
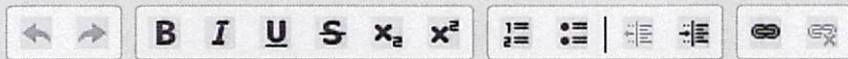
Professional Development Plan Type

Principal Pre-Implementation Approval?

D. Data Showing Progress Toward Specific PD Goals

Briefly discuss how the PD activities improved your teaching practice. Provide explicit evidence of change

in practice (e.g., observation data) and its effect on student performance (e.g., assessment data). NOTE: Use data you already have as part of your continuous improvement where appropriate.

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[ ] Cancel

Mid Year Narrative

Teacher Comments

Edit [   ]

Administrator Comments

F. Data Showing Progress Toward Specific PD Goals

Briefly discuss how the PD activities improved your teaching practice.Provide explicit evidence of change in practice (e.g., observation data) and its effect on student performance (e.g., assessment data). NOTE: Use data you already have as part of your continuous improvement where appropriate.

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G. Completion of Goals

Was this goal successfully completed?

In Progress

Edit

End of Year Narrative

Teacher Comments

Edit

Administrator Comments

Additional Comments If Needed
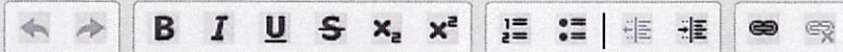
Comments

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Librarian (LMS) ORGANIZER

My Profile
Help
Sign Out

Eleanor Roosevelt 18 years experience

School Year   2015-2016

Building   Golden City High

Reviews

End of Year Review Date   [   ]

[   ] Cancel

Scoring Rubric ☐

LMS Element 1 - Collaborates with teachers and other educators.

Provide evidence of collaboration with classroom teachers to integrate information literacy and technology proficiencies (ILTB) into classroom content and instruction. Describe how you support teachers in creating a literacy-rich learning environment and using literacy strategies in their classrooms. Describe how you work with school administration to actively promote collaboration.

I meet with each grade level team during their first weekly meeting of each month to discuss their upcoming curriculum plans and the LMS resources needed by their students. We disucss the best method of having their students access the LMS resources and decide on the exact date the resources will need to be either delivered to the classroom or made available in hte LMC.

I also meet twice per month with the building instructional coach to determine needed resources or assist I can provide to help teachers or students in our building. Often these needs are related to special needs students and I

always involve the special education teacher in that process.

I always encourage the teachers to drop by the LMC and visit if they need any other help or resources. Some teachers may not want to say anything in the formal team meetings. So I always encourage them to drop by for more informal discussion if needed.

I regularly participate in the curriculum development processes at both the building and district level to ensure that the curricula include the full range of literacy skills (information, media, visual, digital, and technological literacy) necessary to meet content standards and to develop lifelong learners. This effort also allows me to assess the level of resources we currently have in the LMC inventory related to the changing curriculum content.

This collaboration also allows me to determine specific areas of need in providing professional development opportunities within the school and district for and with all staff, including other school librarians.

Edit

LMS Element 2 - Promotes student reading.

Provide evidence of how you create an environment designed to increase reading among students for both learning/understanding and personal enjoyment. Describe how you promote independent use of print and electronic resources.

I use severral strategies to increase the amount of student reading. Most of these efforts are in unison with the classroom teacher so the students get a coordinated message from both key players. My primary strategy is to ensure students have a reasonable variety of reading materials of their interest and reading level for use outside of school. This effort is to make sure students are reading for understanding, for exposure to diversity of viewpoints and genres, and for pleasure.

I also work closely with the classroom teachers to help them fill in deficient areas in their classroom book collection. I want to make sure they have sufficient resources for classooom literacy instruction.

Edit

LMS Element 3 - Provides instruction that addresses multiple literacies.

Provide evidence of instruction that addresses multiple literacies (e.g., informational, text, media, digital, visual, global, and cultural literacies).

To assist all students in our school gain competent levels of information literacy I regularly model effective strategies for developing multiple literacies using a variety of technology resources. I also coordinate my efforts with the computer/technology teacher in our building to provide opportunities for all students to gain informaiton literacy skills that promote reading skill development while using 21st Century technology resources.

Edit

LMS Element 4 - Designs instruction to teach inquiry and the information search process.

Provide evidence of how you design instruction and activities to model an inquiry-based appraoch to learning and the

While this is not a primary function of an elementary level LMC, it is critical that a strong foundation of 21st Century information literacy skills be put in practice among the students in our school. This is a combined effort of the LMS, the building Technology teacher, and the classroom teachers. We have collaboration among all of these educators to prepare specific technology-based learning units that use an inquiry-based instruction (may be problem-based in some cases) approach at each grade level. The complexity of the exercise starts rather basic at the Kindergarten level and elevates as the student proceed through the grade levels. My involvment has been primarily to assist the team in identifying technology resources and assisting the grade level teacher teams in planning their unit of instuction related to this technology integration. In some cases I provide professional development training to help the clssroom teachers with the technology use.

| Edit |

LMS Element 5 - Addresses diversity, equity, and inclusiveness in literacy lessons and programs.

Provide evidence of how you promote diversity, equitable access, and inclusiveness in your program. Describe your efforts to maximize use of Library Media Center (LMC) among all parts of the school population. Give examples of your use of differentiated strategies with reading ability, personal interests, and prior knowledge to engage learners.

I strive to provide an environment that fosters a learning community to support learning for all by creating a technology- and resource-rich environment for study, research and collaboration among our students. I am committed to creating a safe, welcoming space where mutual respect, collaboration, and active learning happen everyday. All professional staff in our building share responsibility for maintaining this cherished environment.

The inventory of resources are annually checked to ensure we have adequate variety of resources for all learner interests and abilities. This effort includes an annual survey of the students and teachers to gather input on unmet needs of the LMC. The results of this survey are used in the annual program evaluation report submitted to the superintendent.

| Edit |

LMS Element 6 - Conducts strategic planning, program evaluation, and program reporting.

Provide evidence that your long-term strategic plan is data driven and reflects the mission, goals, and objectives of school. Describe process of collecting LMC-related data and how it is analyzed and then reported. Describe program evaluation efforts, including frequency. Describe ways in which LMC evaluation outcomes are shared with stakeholders and opportunities for feedback are provided.

As mentioned in element 5, an annual survey is conducted of the teachers and students in grades 4-6 to gather input on LMC resource needs, support services, and general improvement comments. This data is summarized and presented in the annual LMC evaluation report. I also compile a usage report of all physical resources in the LMC to determine which resources are in a high-demand category and which resources are not being fully utilized. This report and the survey data are helpful in planning the upcoming resource acquisition budget.

| Edit |

LMS Element 7 - Manages collection and information access.

Provide evidence of how you have maintained a well-developed collection of books, periodicals, and non-print materials in a variety of formats that support curricular topics and are suited to inquiry and user needs and interests.

What are the priorities of need for each print/media collection category?

Category	*Priority*	
Technology-tablets (24)	High	Edit Remove
Non-Fiction Books, American History related	Medium	Edit Remove
Non-Fiction Books, Science related	Medium	Edit Remove

+Add

Describe how you identified and prioritized the areas of need in the print/media collection.

Recent teacher and student survey results and inventory analysis. A large portion of our non-fiction inventory is at or near the end of the expected life cycle. Some can be re-bound but most need to be replaced with newer editions.

Edit

How have you addressed areas of need?

I met with the grade level teams to clearly define the exact types of print and technology resources they wanted for both the American History and Science topics. I then created a list of possible resources in both areas for teacher review and had them prioritize each resource. Based on those results I compiled a purchase list which I submitted to the principal for review and comment. Upon approval I prepared purchase orders for each vendor for the superintendent's office and submitted it to the building prinicpal.

Edit

LMS Element 8 - Manages staff and budget.

Provide evidence that you are effectively managing personnel (e.g., aides, volunteers, student workers) and fiscal resources. Describe how roles and responsibilities are defined and articulated to staff.

Within the budget process, three main phases are required: 1) Develop a sound financial plan for the LMC; 2) Make wise acquisition decisions based on known needs of the LMC; and 3) Accurately account for all spending. I base my budget planning on these three prinicples. Starting the process I clearly define with the building principal what my annual budget is for the upcoming year. I then use my survey report and inventory priorty list to detemine the high-demand areas that must be address in the budget. Once the purache orders are submitted the effort then turns to tracking the orders and making sure all of the resources arrive and are properly accounted for prior to payment being made on the PO. Once all POs are closed I make a report to the superintendent's office to ensure they know all expected purchases have been made and the resources are in the LMC.

No staffing evidence is necessary since I am the only staff person currently in the LMC.

Edit

LMS Element 9 - Manages learning space and technology access.

Provide evidence of how you manage the physical resources under your authority. Describe how access to the physical and virtual/online collections support the school curriculum and meet the needs of all learners.

The LMC facility in our building meets the needs of our ever-changing student and community population. To accomplish this the LMC provides varied information resources and access to new technologies that will accommodate varied teaching and learning styles of our students and teachers. The LMC must be able to meet evolving functions of the school and the learners to meet their needs.

Annually in my LMC evaluation report to the superintendent include a plan for renovation/physical improvement of the LMC facility. I sight evidence of these needed improvments based on student and teacher survey resdults and analysis from other model LMC programs that show the improvements that are sought.

Edit

LMS Element 10 - Engages in outreach and advocacy.

Provide evidence of outreach and an advocacy plan for the LMC and information program resources and services to build support from decision makers who affect the quality of the library. Describe involvment and collaboration with key stakeholders inside and outside the school community (e.g., school administration, parents, community members).

I provide a wide variety of LMC-program outreach and advocay strtegies, among those are:

By establishing and promoting a favorable relationship with the parents of our students. This involves developing partnerships (our summer reading initiative) and connections (the annual fall reading activity on the community square on the first Saturday of each October) with members of the learning community inside and outside the school. This effort is intended to create positive interactions that will hopefully evolve into ongoing, long-term relationships with our students, their family and our community.

While marketing might be a business term, it has significance for a LMC program. Our LMC marketing plan sells concepts such as information inquiry, reading, thinking, and most important-involvement. The process of marketing

involves sharing ideas with others in our school community and convincing them to "buy" our ideas by getting involved. Our widely successful summer "neighborhood book club" (reading program) would not owkr without a marketing plan to sell it to our teachers and parents. And the fall community reading activity on hte community swuare woudlnot be so well-attended without our LMC marketing plan.

Edit

LMS Element 11 - Demonstrates leadership.

Provide evidence of how you model leadership and best practices for the school community. Describe how your leadership efforts contribute to student achievement and overall school goals. Describe your role in preparing and presenting training to variou groups inside and outside the school.

I learned most of my leadership skills from a wonderfully gifted professor in my LMS Masters program at the state university. He told me if I wanted to be an effective leader from the LMS chair to rememer these 5 things: (1) approach your colleagues with a collaborative mindset; (2) put together teams to solve problems or issues; (3) stay on the front edge of technology so you will be able to adapt to the needs of future; (4) maintain global awareness and be culturally sensitive; and (5) always be student-focused. I have found these truths to be very helpful in developing my leadership skills as an LMS to help others shine brighter and always make it a better place for the children.

Edit

Initial Implementation Evaluation

LMS Section

Submit for Initial Implementation Evaluation?

### Evaluator Section

**Evaluator Initial Implementation Evaluation?**

End of Year Narrative

LMS End-Year Review Comments

Edit

Evaluator Comments

Additional Comments If Needed

Comments

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University of Missouri

Schedule for Librarian Evaluation

PD Plan- Submitted December 18

Professional School Librarian Evaluation Organizer – March 1st