

**AR Teacher Excellence and Support System**

**LIBRARY MEDIA SPECIALIST SUMMATIVE EVALUATION FORM**

**Name: Evaluator:**

**District: School/ Building: School Year: Grade Level/ Area:**

**Conference Date:**

**Track:** ***Probationary/Novice*** ***Experienced***

2A

2B1(Year 1)

2B2(Year 2)

***Intensive***

**Summative Evaluation** 

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| --- | --- | --- | --- | --- |
| DOMAIN 1: PLANNING AND PREPARATION | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***1a:***  ***Demonstrating knowledge***   ***of current trends in library/media practice, information technology and literature*** | Library/media specialist demonstrates little or no understanding of library information science, of current trends of practice in information technology, and displays little or no knowledge of age-appropriate literature. | Library/media specialist demonstrates limited knowledge of library information science, of current trends of practice in information technology, and limited knowledge of age- appropriate literature. | Library/media specialist demonstrates solid knowledge of library and information science, of current trends of practice in information technology, and a thorough knowledge of age- appropriate literature. | Library/media specialist demonstrates an extensive knowledge of library and information science, of current trends of practice in information technology, an expansive knowledge of age-appropriate literature and develops meaningful connections to practice for various groups and individual teachers and students. |
| **1A** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***1b:***  ***Demonstrating knowledge***   ***of students and how the library program can address their needs*** | Library/media specialist makes little  or no attempt to acquire knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Library/media  specialist does not understand the  need for this information in planning and developing the collection. | Library/media specialist demonstrates some knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Library/media specialist occasionally applies this knowledge in planning for instruction, promoting reading,  and developing the resource collection. | Library/media specialist demonstrates adequate knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs.    Library/media specialist uses this  knowledge in planning for instruction, promoting reading, and developing the resource collection. | Library/media specialist demonstrates thorough knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. Library/media specialist employs intentional strategies to use this knowledge to personalize planning for different populations/grades/content areas in instruction, promoting reading, and developing the resource collection. |
| **1B** |  |  |  |  |

Arkansas Teacher Excellence Support System Evaluation Form – Library Media Specialist 1 *All rights reserved to Charlotte Danielson*

Updated 08/01/2013

Rev 2.0

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| --- | --- | --- | --- | --- |
| DOMAIN 1: PLANNING AND PREPARATION (continued) | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***1c: Establishing goals for the***   ***library/media program appropriate to the setting and the learning community served*** | Library/media specialist has no clear goals for the library media program, or they are inappropriate to the school. | Library/media specialist’s goals for the library media program are rudimentary and are partially suitable to the school setting. | Library/media specialist’s short and long-range goals for the library media program are clear and appropriate to the school setting. | Library/media specialist’s goals for the library media program are highly appropriate to the school setting and have been developed in collaboration with members of the learning community. |
| **1C** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***1d:***  ***Designing a coherent library program integrated with the overall school program within budgetary guidelines*** | Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community  to advance program goals. Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units. | Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in  other schools in the district, and in the larger community to advance program goals.  Library/media specialist collaborates with classroom teachers in the design of instructional activities when requested. | Library/media specialist develops a collection and program that is diverse in scope and reflective of district and professional guidelines and  effectively organizes information for access. Library/media specialist initiates collaboration with classroom teachers in the design of instructional activities. | Library/media specialist is fully aware of resources available for students and teachers and advocates and actively seeks out new resources from a wide range of sources to enrich the school’s program.  Library/media specialist initiates collaboration with classroom teachers in the design of standards-based instructional activities and selects personalized resources to enrich teaching and learning. |
| **1D** |  |  |  |  |

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| --- | --- | --- | --- | --- |
| DOMAIN 1: PLANNING AND PREPARATION (continued) | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***1e:***  ***Developing a plan to evaluate the library/media program*** | Library/media specialist has no plan to evaluate the program or resists suggestions that such  an evaluation is important. | Library/media specialist has a rudimentary plan to evaluate the library/media program with limited sources of evidence in which to measure effectiveness. | Library/media specialist’s plan to evaluate the program is organized around clear goals and several sources of evidence to indicate the degree to which the goals have been met. | Library/media specialist’s evaluation plan is integrated within the library’s programs and services and there is a clear path toward improving the program on an ongoing basis. Ongoing feedback from staff and students is used to assess and improve the library/media program. |
| **1E** |  |  |  |  |
| COMMENTS: | | | | |

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| DOMAIN 2: ENVIRONMENT | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***2a:***  ***Creating an environment of respect and rapport*** | Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds and are characterized by sarcasm, put- downs, or conflict. | Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict  but may be characterized by occasional displays of insensitivity  or lack of responsiveness to cultural or developmental differences among students. | Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and personalized knowledge of students’ cultures and levels of development. Students and staff exhibit a high regard for the school librarian. |
| **2A** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***2b:***  ***Establishing a culture for learning*** | Library/media specialist maintains a controlling and stifling environment not conducive to learning. | Library/media specialist maintains an environment that is inconsistent with expectations in regards to how students use the library appropriately. | Library/media specialist maintains an environment that is inviting, flexible and attractive with expectations that students be productively engaged in the library environment. | Library/media specialist maintains an environment that is inviting, flexible and attractive with expectations that students are curious, on task and value the library. Students self-monitor their work within the library environment and seek help from the library/media specialist without prompting and as needed. |
| **2B** |  |  |  |  |

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| DOMAIN 2: ENVIRONMENT(continued) | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***2c:***  ***Establishing and***   ***maintaining library -­‐ procedures, physical and virtual spaces, and supervising library paraprofessionals*** | Media center routines and procedures are either nonexistent or inefficient, resulting in general confusion. Available physical space is cluttered, unorganized or dangerous. Library assistants are confused as to their role. | Media center routines and procedures have been established but function sporadically. Available physical space is organized to support library/media priorities. Efforts to establish guidelines for library assistants are partially successful. | Library/media specialist makes effective use of the procedures and physical environment, resulting in good traffic flow, clear signage, and adequate  space devoted to work areas and computer use, and maintains virtual spaces. Library media center routines and procedures have been established and function smoothly. Library assistants are clear as to their duties. | The library/media specialist effectively organizes the library procedures and space for safety, ease of traffic flow and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not  interfere with other functions. Media center routines and procedures are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center. |
| **2C** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***2d:***  ***Managing student behavior*** | No standards of conduct have been established, or students challenge them. There is little or no library/media specialist monitoring of student behavior and response to students’ misbehavior is repressive or disrespectful of student dignity. | Standards of conduct appear to have been established, but their implementation is inconsistent. Library/media specialist tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Student behavior is generally appropriate. Library/media specialist monitors student behavior against established standards of conduct. Library/media specialist response to student misbehavior is consistent, proportionate, and respectful to students and is effective. | Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Library/media  specialist's monitoring of student behavior is subtle and preventive. Library/media specialist’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. |
| **2D** |  |  |  |  |
| COMMENTS: | | | | |

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| DOMAIN 3: DELIVERY OF SERVICE | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***3a:***  ***Communicating with members of the learning community*** | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The library/media specialist’s use of oral and  written communication contains  errors or is inappropriate for students’ cultures or levels of development or staff understanding. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion. The library/media specialist’s oral and written communication is correct but may not be completely appropriate for students’ cultures or levels of development or staff understanding. | Expectations for learning, directions and procedures, and explanations of content are clear to all members of the learning community. Oral and written communication is appropriate for students’ cultures and levels of  development and staff understanding and use of information. | Expectations for learning, directions and procedures, and explanations of content are clear and documented for all members of the learning community. Oral and written communication is clear and expressive, appropriate for students’ cultures and levels of development, and anticipates possible student and/or staff misconceptions. |
| **3A** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***3b: Using questioning and***  ***research techniques*** | Library/media specialist does not use questions effectively and usually tells the student what to do or leaves them on their own. | Library/media specialist asks questions that guide students and help them think about their research topic. | Library/media specialist often uses open- ended and probing questions to guide students’ inquiry and to help students to think critically as they formulate their own questions about their research topic. | Library/media specialist nearly always uses open-ended and probing questions to guide students’ inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own language through the research process. |
| **3B** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***3c: Engaging students in literature and learning information skills*** | Students are not engaged with literature or in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. | Only some students are engaged with literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials. | Students are engaged with literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. | Students are highly engaged with literature and in learning information skills and take initiative in ensuring the engagement of their peers. |
| **3C** |  |  |  |  |

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| DOMAIN 3: DELIVERY OF SERVICE (continued) | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***3d:***  ***Assessment in instruction***   ***(whole class, small group, and one-­‐on-­‐one)*** | Assessment is not used in  instruction, either through monitoring of progress by the classroom teacher, LMS or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work. | Assessment is occasionally used in  instruction, through some monitoring of progress of learning by the teacher, LMS and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Formative and summative assessments  are regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher, LMS and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Formative and summative assessments are  used in a developmentally-appropriate manner during the learning cycle through student involvement in establishment of the assessment criteria, self-assessment,  progress checks by both students, teacher, and the LMS, and high-quality feedback to students from a variety of sources. |
| **3D** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***3e: Demonstrating flexibility***  ***and responsiveness*** | Library/media specialist does not make changes in library media program even when evidence of inadequate approaches is provided. | Library/media specialist makes modest changes in the library media program when prompted with the need for change. | Library/media specialist makes revisions to the library media program as needed. | Library/media specialist is continually seeking ways to improve the library media program  and makes changes as needed in response to input from the learning community. |
| **3E** |  |  |  |  |
| COMMENTS: | | | | |

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| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***4a:***  ***Reflecting on practice*** | The library/media specialist rarely reflects on the effectiveness of services, resources, and instructional strategies. | The library/media specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they  are meeting the goals of the library program. | The library/media specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian considers changes necessary to ensure that future needs are met for a growing dynamic program. | The library/media specialist is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian regularly determines and shares changes necessary to ensure that future needs are met for an expanding dynamic program. |
| **4A** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***4b:***  ***Maintaining Accurate***  ***Records*** | The library/media specialist does not maintain accurate or current records. | The library/media specialist maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use. | The library/media specialist maintains accurate, current, and accessible records including: budget, current catalog of resources, circulation records; an inventory of equipment; and statistics of library use. | The library/media specialist maintains accurate, current, and easily accessible records including: budget, a current catalog of resources, circulation and patron records, inventory of collections, and statistics of library use. |
| **4B** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***4c:***  ***Communicating with school staff and community*** | The library/media specialist does not communicate with the school community about the library program and services. | The library/media specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. | Library/media specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. | The library/media specialist effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on professional resources to communicate the development of the library program, new resources and service. The library/media specialist actively solicits feedback and input from the school’s students and staff to improve program and services. |
| **4C** |  |  |  |  |

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| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued) | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***4d:***  ***Participating in a***  ***Professional Community*** | Library/media specialist’s relationships with colleagues are frequently negative or self- serving, and the specialist avoids or refuses to be involved in school and district events and projects. | Library/media specialist’s relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. | Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Library/media specialist makes a contribution to school and district events and projects and assumes leadership with colleagues. |
| **4D** |  |  |  |  |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| ***4e:***  ***Growing and developing professionally*** | Library/media specialist makes no attempt to go beyond what  is required for maintaining certification. Library/media specialist resists feedback on performance from supervisors and makes no effort to share knowledge with others or to assume professional responsibilities. | Library/media specialist’s participation in professional development activities is limited to those that are convenient or are required. | Library/media specialist seeks out opportunities for professional development to enhance professional practice, welcomes opportunities for professional collaboration, and participates actively in assisting other educators. | Library/media specialist provides a leadership role in seeking out professional development opportunities for increasing district library/media approaches through professional reading, memberships, conferences, and action research. Library/media specialist initiates important activities such as teaching workshops, grant writing, writing articles, and making  presentations to contribute to the profession on a district, state, and/or national level. |
| **4E** |  |  |  |  |

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| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued) | | | | | |
|  | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |  |
| ***4f:***  ***Showing professionalism*** | Library/media specialist does  not advocate for students rights or use good decision-making. School Librarian does not adhere to the professional  ethics of librarianship and is  dishonest with colleagues, students and/or the public. | Library/media specialist is an  advocate for student learning and tries to make decisions in support of student and staff best interests. School librarian is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights American  Library Association’s Code of Ethics. | Library/media specialist consistently  supports and advocates for all students right to learn through consistently appropriate decision-making. School librarian is knowledgeable of the ethics of librarianship and follows copyright law  and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. | Library/media specialist advocates for all  students’ need to learn through many different approaches and makes decisions based upon these individualized needs. Through teaching and practice the school librarian demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. |
| **4F** |  |  |  |  |
| COMMENTS: | | | | |

Arkansas Teacher Excellence Support System Evaluation Form – Library Media Specialist

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**AR TESS SUMMATIVE SCORING REPORT -­‐ LIBRARY MEDIA SPECIALIST**

***AR TESS Summative Scoring Worksheet should accompany this document.***

**Summary of Commendations Recommended Area(s) of Growth Expectations**

**LIBRARY MEDIA SPECIALIST’S SIGNATURE DATE**

**EVALUATOR’S SIGNATURE DATE**

  Arkansas Teacher Excellence Support System Evaluation Form – Library Media Specialist

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