

LIBRARY/MEDIA SPECIALIST FINAL APPRAISAL

Observation date: _____

Ratings:

Ineffective – Staff member has not demonstrated adequate growth toward achieving WBSD standards during the period of performance.

Minimally Effective– Staff member has demonstrated growth but the level of achievement has not yet achieved WBSD standards during the period of performance.

Effective – Staff member has demonstrated essential competence on identified WBSD standards during the period of performance.

Highly Effective – Staff member has consistently and significantly exceeded competence on standards of WBSD performance during the period of performance.

DOMAIN 1: PLANNING AND PREPARATION

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<i>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</i>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
<i>1b: Demonstrating knowledge of the school's program and student information needs within that program</i>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates MINIMALLY EFFECTIVE knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
<i>1c: Establishing goals for the library/media program appropriate to the setting and the students served</i>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
<i>1d: Demonstrating knowledge of</i>	Library/media specialist demonstrates little or	Library/media specialist demonstrates	Library/media specialist is fully aware of resources available	Library/media specialist is fully aware of resources available

<i>resources, both within and beyond the school and district, including print and electronic resources, online databases, search engines, and other digital media</i>	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.	MINIMALLY EFFECTIVE 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.	for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
<i>1e: Planning the library/media program integrated with the overall school program</i>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 1 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

Domain 2: THE ENVIRONMENT

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<i>2a: Creating an environment of respect and rapport</i>	Interactions, both between the library/media specialist and students, are negative, inappropriate, or insensitive and are frequently characterized by sarcasm, putdowns, or conflict.	Interactions, both between the library/media specialist and students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to differences among students.	Interactions, both between the library/media specialist and students, are polite and respectful, reflecting general warmth and caring, and are appropriate differences among students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity.
<i>2b: Establishing a culture for investigation and love of literature</i>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of conveys a sense of the importance of seeking information and reading literature, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature.

<p>2c: <i>Establishing and maintaining library procedures</i></p>	<p>Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion.</p>	<p>Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established but function sporadically or are inconsistently enforced.</p>	<p>Media center routines and procedures (for example, circulation of materials, working on computers, independent work) have been established and function smoothly.</p>	<p>Media center routines and procedures (for example, circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation.</p>
<p>2d: <i>Managing student behavior</i></p>	<p>There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>The library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.</p>	<p>Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.</p>	<p>Standards of conduct are clear. Library/media specialist's monitoring of student behavior is subtle and preventive.</p>
<p>2e: <i>Organizing physical space to enable smooth flow</i></p>	<p>Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.</p>	<p>Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.</p>	<p>Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.</p>	<p>Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.</p>

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 2 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

DOMAIN 3: DELIVERY OF SERVICE

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<p>3a:<i>Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</i></p>	<p>Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material.</p>	<p>Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.</p>	<p>Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is</p>	<p>Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material.</p>

	Collection is unbalanced among different areas.		balanced among different areas.	Collection is balanced among different areas.
3b: <i>Collaborating with teachers in the design of instructional units and lessons</i>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist is willing to collaborate with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist invites collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, and offers to teach those units and lessons that foster best practices, information literacy and technology skills.
3c: <i>Engaging students in enjoying literature and in learning information skills</i> <i>NOTE: This is primarily at the elementary level as part of "specials".</i>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials. Library/media specialist does not use professional standards (e.g. AASL) in instruction.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials. Library/media specialist sometimes uses professional standards (e.g. AASL) in instruction.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials. Library/media specialist often uses professional standards (e.g. AASL) in instruction.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. Library/media specialist consistently instructs using professional standards (e.g. AASL) in instruction.
3d: <i>Assisting students and teachers in the use of technology in the library/media center</i>	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates assistance to students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating assistance to students and teachers in the use of technology in the library/media center.
3e: <i>Demonstrating flexibility and responsiveness</i>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed, appropriate, and feasible.	Library/media specialist seeks ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 3 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<i>4a: Reflecting on practice</i>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<i>4b: Preparing and submitting reports and budgets</i>	Library/media specialist ignores administrator requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to follow procedures and prepare budgets are partially successful. Inventories and reports are sometimes submitted on time.	Library/media specialist honors administrator requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates administrator needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are promptly submitted on time.
<i>4c: Communicating with the larger community</i>	Library/media specialist shows resistance to the larger community's outreach efforts.	Library/media specialist demonstrates sporadic interest in the larger community's outreach efforts.	Library/media specialist frequently engages in larger community's outreach efforts.	Library/media specialist actively engages with contacts in the community and outside libraries, responds to community requests and needs, and advocates and promotes the mission and role of the library within the community.
<i>4d: Participating in a professional community</i>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being 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 during the work day when specifically requested.	Library/media specialist participates actively during the work day in school and district events and projects, and the specialist maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects within the scope of the profession and work day, and the specialist assumes leadership with colleagues.
<i>4e: Engaging in professional development</i>	Library/media specialist does not participate in professional development activities, even when such activities are clearly	Library/media specialist's participation in professional development activities is limited to those that	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the

	needed for the enhancement of skills.	are convenient or are required.		profession through such activities as offering workshops to colleagues.
4f: <i>Showing professionalism</i>	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public. Library/media specialist knowingly violates copyright laws or professional ethics of librarianship.	Library/media specialist is honest in interactions with colleagues, students, and the public; Library/media specialist is knowledgeable of the ethics of librarianship but inconsistently follows copyright law and the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Library/media specialist displays standards of honesty and integrity in interactions with colleagues, students, and the public. Library/media specialist respects copyright laws and guidelines set forth by school policy; and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Library/media specialist maintains high standards of honesty and integrity, adheres to professional guidelines set forth by school policy. Library/media specialist takes a leadership role with colleagues by answering questions regarding copyright laws and plagiarism, and defends the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.
4g: <i>Attendance</i>	Eleven (11) or more occurrences in a school year.	Eight to ten (8-10) occurrences in a school year.	Five to seven (5-7) occurrences in a school year.	One to Four (1-4) occurrences in a school year.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 4 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

DOMAIN 5: STUDENT GROWTH

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
5a <i>Demonstrates student growth</i>	Few students demonstrated growth toward student learning objectives.	Growth goal is not achieved, but some students demonstrated growth toward student learning objectives.	All students demonstrated growth toward student learning objectives.	Students demonstrated growth toward student learning objectives and exceeded goals.
5b <i>Modifies instruction based on student growth</i>	Teacher does not utilize student growth data to modify instruction.	Teacher inconsistently utilizes student growth data to modify instruction.	Teacher consistently utilizes student growth data to modify instruction.	Teacher consistently uses multiple indicators of student growth data to modify instruction.
5c <i>Collaborates with colleagues to enhance student growth</i>	Demonstrates no collaborative practice that enhances student growth.	Demonstrates collaborative practice on a limited basis within grade level/department enhancing student growth.	Demonstrates collaborative practice within and across grade level/subject areas enhancing student growth.	Demonstrates collaborative practice consistently within grade level/department enhancing student growth.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DATA SOURCE:

List the measures that were used here, ie. MEAP Scores, AP Scores, District Standardized tests.

DOMAIN 5 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

SUMMARY

EVALUATOR'S NARRATIVE REMARKS:

OVERALL EVALUATOR'S OBSERVATION ABOUT EMPLOYEE

Overall

*In accordance with PA 101 (MCL 38.81; 38.82; 38.82a; 38.83; 38.83a; 38.83b; 38.91 ; 38.93; 38.104) Individuals who receive a rating of "Ineffective" or "Minimally Effective" and are schedule to return to the district for continued employment will be placed on a Plan of Improvement for the year or evaluation period follow the Ineffective or Minimally Effective rating.

The following "Work Cited" was used in developing this evaluation process:

American Association of School Librarians. 2007. "Standards for the 21st-Century Learner."
 ---. 2009. Empowering Learners: Guidelines for School Library Media Programs. Chicago: ALA
 Danielson, Charlotte. 2007. Enhancing Professional Practice: A Framework for Teaching. 2nd ed. Alexandria, VA: ASCD.

Signatures will be handled electronically as part of the process.

Attached Workflow

Std. Signature

Current Status

Draft

Workflow Steps

1	Signature	Direct Report
2	Signature	Supervisor/Evaluator