

**LIBRARY MEDIA SPECIALIST
INSTRUMENTS**

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

SELF-ASSESSMENT FORM LIBRARY MEDIA SPECIALIST SYSTEM

Library Media Specialist: _____

Date: ____ / ____ / ____
MM DD YY

This self-assessment instrument should be completed by the library media specialist for his/her own personal use. The information obtained from the self-assessment can be used in three ways: 1) to identify areas for improvement; 2) to compare personal perceptions of performance with results of evaluation by a superordinate; and 3) to assist in developing a professional development plan collaboratively with one's supervisor. It is the library media specialist's option whether to share the results of the self-assessment during the Evaluation Summary Conference, but sharing can lead to useful discussion.

Library media specialists should refer to the list of definition items in determining their performance for the indicators and competency areas. *The definition items define each indicator and should be used to formulate a response at the indicator level.* Indicator scores should be used to formulate an overall score for each competency area.

The following scale should be used to determine the scores for each of the indicators and competency areas.

1 - Unsatisfactory

Indicates the library media specialist's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the library media specialist's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area of Strength

Indicates the library media specialist consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the library media specialist does an outstanding job in this position requirement. No area for improvement is readily identifiable.



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

*Use Definitional Items to Determine Indicator Scores
Use Indicator Scores to Determine Competency Scores*

1.0 PREPARATION FOR DELIVERY OF SERVICES

1.1 Selects and Establishes Appropriate Long and Short-Range Goals and Objectives for the Library Media Program

- 1-establishes long-range and short range goals for the library media program 1 2 3 4
- 2-selects objectives to meet the needs of the program, students and staff 1 2 3 4
- 3-establishes goals and procedures for acquisition of resources 1 2 3 4

Indicator Score: 1 2 3 4

1.2 Prepares for Services and Instruction that Support the Instructional Program

- 1-collaboratively plans lessons with teachers to integrate information skills into instructional program 1 2 3 4
- 2-identifies instructional strategies appropriate to the level, interest, and learning styles of students 1 2 3 4
- 3-establishes procedures for the operation of the library media center 1 2 3 4
- 4-develops a plan to integrate library media center services with the educational program 1 2 3 4
- 5-plans for use of human resources (responsibilities, schedules, etc.) 1 2 3 4
- 6-identifies content, materials, supplies, technology/media, and equipment needed for instruction and has them ready for use 1 2 3 4

Indicator Score: 1 2 3 4

1.3 Provides for Systematic Development of Library Collection

- 1-seeks active involvement of teachers and students in selecting new materials (books, other), software, and equipment 1 2 3 4
- 2-selects media consistent with identified needs using established selection procedures 1 2 3 4
- 3-utilizes a variety of selection sources, tools, and/or resources technological resources 1 2 3 4
- 4-handles requests for reconsideration of library media materials in accordance with board policy 1 2 3 4

Indicator Score: 1 2 3 4

1.0 PREPARATION FOR DELIVERY OF SERVICES COMPETENCY SCORE: 1 2 3 4

Notes/Comments

2.0 PROVIDES SERVICES AND INSTRUCTION THAT SUPPORT THE INSTRUCTIONAL PROGRAM

2.1 Implements Instruction of Information Skills

- 1-provides/uses a variety of media resources and activities to present information that accommodates various learning styles 1 2 3 4
- 2-responds knowledgeably to student questions about subject matter 1 2 3 4
- 3-engages students in learning activities 1 2 3 4
- 4-monitors student performance and checks student understanding 1 2 3 4
- 5-provides feedback about student performance 1 2 3 4
- 6-sets performance standards for students 1 2 3 4
- 7-measures student knowledge/skills systematically 1 2 3 4
- 8-makes instructional decisions using student assessment results 1 2 3 4
- 9-reports achievement and progress to students and teachers 1 2 3 4
- 10-establishes and maintains rules and procedures for student conduct during instruction 1 2 3 4
- 11-uses disciplining strategies and/or interaction skills to control student conduct during instruction 1 2 3 4

Indicator Score: 1 2 3 4



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

2.2 Serves as a Resource to Teachers and Students

1-serves as an information specialist to teachers and students through reference, research, and resource services	1	2	3	4
2-evaluates with teachers content value of media as relating to instructional objectives	1	2	3	4
3-provides information about and complies with copyright law	1	2	3	4
4-provides specific information and resources in response to student and teacher request	1	2	3	4
5-serves as resource for materials production	1	2	3	4
6-conducts inservice activities as needed or requested to provide information to teachers about educational media and technology	1	2	3	4
7-supports teachers in planning, delivering, and evaluating instruction	1	2	3	4
8-participates as a member of the instructional team in curriculum development projects	1	2	3	4
9-compiles bibliographies and resource lists as needed	1	2	3	4

Indicator Score: 1 2 3 4

2.3 Assists Students and Staff in the Use of the Library Media Center

1-provides orientation to the library media center for all users	1	2	3	4
2-assists in selection, location, and use of media (hardware), books and other resources	1	2	3	4
3-guides students and teachers, individually or in groups, in the use of the library media center	1	2	3	4
4-regularly informs teachers, students, and parents of available resources, equipment, and services	1	2	3	4
5-encourages independent reading/viewing/listening for pleasure and information	1	2	3	4
6-provides media in a variety of formats, including computer software	1	2	3	4
7-assists students and others in use of the Internet and other technologies	1	2	3	4

Indicator Score: 1 2 3 4

2.0 PROVIDES SERVICES AND INSTRUCTION THAT SUPPORT THE INSTRUCTIONAL PROGRAM

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

3.0 EVALUATION OF LIBRARY MEDIA SERVICES AND RELATED STUDENT KNOWLEDGE/SKILLS

3.1 Evaluates Library Media Program

1-regularly evaluates library collection	1	2	3	4
2-analyzes collection based on curriculum objectives and student interests	1	2	3	4
3-conducts regular, systematic evaluations to determine adequacy of services provided and need for revisions	1	2	3	4
4-conducts follow-up studies of students for program and school use	1	2	3	4
5-uses evaluation data to determine achievement of goals and objectives	1	2	3	4
6-uses evaluation data to make changes in programs or services provided	1	2	3	4
7-evaluates student knowledge and skills resulting from his/her instruction	1	2	3	4

Indicator Score: 1 2 3 4



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

3.2 Monitors Library Services and Assesses Student Progress, When Appropriate

1-monitors programs to ensure that all students have equal access to services	1	2	3	4
2-monitors programs to ensure integration of services with all aspects of the school program	1	2	3	4
3-uses monitoring information to make immediate adjustments to program and services	1	2	3	4
4-monitors student understanding during instruction	1	2	3	4
5-demonstrates duties, responsibilities, and time schedules to make effective use of staff, including aides, students and volunteers	1	2	3	4

Indicator Score: 1 2 3 4

3.0 EVALUATION OF LIBRARY MEDIA SERVICES AND RELATED STUDENT KNOWLEDGE AND SKILLS

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

4.0 MANAGEMENT OF THE LIBRARY MEDIA PROGRAM AND SERVICES

4.1 Provides for Maintenance of Library Media Program and Services

1-maintains an effective schedule for use of the library media center	1	2	3	4
2-ensures that equipment is in working order	1	2	3	4
3-maintains accurate and up-to-date inventory of all library media materials and equipment	1	2	3	4
4-maintains current catalogs (card or electronic) and material listings	1	2	3	4
5-ensures shelving/filing of media and equipment	1	2	3	4
6-inspects, maintains, and weeds media and equipment	1	2	3	4
7-maintains or improves automation of library media management functions, e.g., circulation, catalog	1	2	3	4

Indicator Score: 1 2 3 4

4.2 Manages Library Media Center Services, Staff, Facility, and Budget

1-prepares a library media center budget and appropriate expenditure reports	1	2	3	4
2-promotes flexible use of the library media center	1	2	3	4
3-promotes accessibility to media resources, equipment, and facilities throughout the day and year	1	2	3	4
4-arranges media center facilities for a variety of activities such as reading, listening, and viewing	1	2	3	4
5-establishes a program for orientation/training and supervising aide, volunteers, and student assistants	1	2	3	4
6-prioritizes demands on time and streamlines nonessential routines	1	2	3	4

Indicator Score: 1 2 3 4

4.3 Coordinates Resources

1-acquires up-to-date resources and equipment in accordance with local policy and procedures	1	2	3	4
2-organizes resources and equipment for easy access	1	2	3	4
3-processes resources in a timely manner according to accepted rules/practices for collection organization	1	2	3	4
4-ensures that impediments to circulation of resources and equipment are removed	1	2	3	4

Indicator Score: 1 2 3 4

4.4 Manages Students

1-provides an atmosphere conducive to individual inquiry and relaxation	1	2	3	4
2-establishes and maintains rules and procedures for student conduct in the library media centers	1	2	3	4
3-holds students accountable for activities and behavior	1	2	3	4
4-uses discipline strategies and/or interaction skills to control student conduct	1	2	3	4

Indicator Score: 1 2 3 4

4.0 MANAGEMENT OF THE LIBRARY MEDIA PROGRAM AND SERVICES

COMPETENCY SCORE: 1 2 3 4

Notes/Comments



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

5.0 POSITIVE LEARNING CLIMATE

5.1 Involves Students in Interaction

1-encourages active participation	1	2	3	4
2-ensures equitable participation	1	2	3	4
3-establishes and maintains effective positive rapport with/between/among students	1	2	3	4
4-elicits responses	1	2	3	4
5-encourages students to help each other and share ideas	1	2	3	4
6-accepts and uses student ideas, questions, and responses	1	2	3	4
7-seeks alternative responses	1	2	3	4

Indicator Score: 1 2 3 4

5.2 Communicates High Expectations

1-establishes and maintains timelines for task completions	1	2	3	4
2-establishes and maintains standards for student work and behavior	1	2	3	4
3-encourages students to do their best	1	2	3	4
4-indicates confidence in students' ability to learn	1	2	3	4
5-encourages students to practice skills independently	1	2	3	4

Indicator Score: 1 2 3 4

5.3 Expresses Positive Affect/Minimizes Negative Affect

1-expresses enthusiasm verbally and nonverbally	1	2	3	4
2-uses positive verbal language	1	2	3	4
3-uses positive nonverbal cues	1	2	3	4
4-demonstrates respect and consideration for all students	1	2	3	4
5-accepts student responses without ridicule	1	2	3	4
6-avoids use of sarcasm/derogatory statements (verbal and nonverbal)	1	2	3	4
7-avoids personal criticism of students	1	2	3	4
8-avoids emotional outbursts	1	2	3	4

Indicator Score: 1 2 3 4

5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided

1-arranges furniture and equipment to facilitate movement and learning	1	2	3	4
2-uses assigned facilities to accommodate different types of activities	1	2	3	4
3-creates an attractive and stimulating library media center environment	1	2	3	4
4-ensures that the library media center is safe and secure	1	2	3	4

Indicator Score: 1 2 3 4

5.0 POSITIVE PROFESSIONAL CLIMATE

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

6.0 COMMUNICATION

6.1 Speaks Clearly, Correctly, and Coherently

1-uses standard speech	1	2	3	4
2-pronounces words correctly	1	2	3	4
3-adjusts rate of speaking when needed /requested	1	2	3	4
4-adjusts pitch for emphasis	1	2	3	4
5-organizes presentations	1	2	3	4
6-uses vocabulary and style appropriate to level of students	1	2	3	4
7-speaks fluently	1	2	3	4

Indicator Score: 1 2 3 4



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

6.2 Writes Clearly, Correctly, and Coherently

1-spells words correctly	1	2	3	4
2-uses correct grammar and mechanics	1	2	3	4
3-writes legibly	1	2	3	4
4-uses vocabulary and style appropriate to level of audience	1	2	3	4
5-organizes written information	1	2	3	4

Indicator Score: 1 2 3 4

6.0 COMMUNICATION

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP

7.1 Improves Professional Knowledge and Skills

1-participates in professional organizations	1	2	3	4
2-participates in school system and state professional development programs and/or attends state, regional, and national conferences	1	2	3	4
3-participates in a professional development program to improve job performance	1	2	3	4
4-takes formal course work or obtains advanced degree(s)/certification	1	2	3	4
5-uses ideas from books, professional journals, websites, Internet dialog with colleagues, and professional organizations to improve teaching	1	2	3	4

Indicator Score: 1 2 3 4

7.2 Takes A Leadership Role in Improving Education

1-provides leadership in identifying and resolving issues and problems facing education (local, state, regional, national)	1	2	3	4
2-provides leadership in establishing and/or achieving school/school system goals	1	2	3	4
3-initiates activities and projects in the school/school system	1	2	3	4
4-conducts workshops/training sessions	1	2	3	4
5-shares ideas, materials, and resources with peers and others	1	2	3	4
6-participates in shared decision-making in the school	1	2	3	4

Indicator Score: 1 2 3 4

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP

COMPETENCY SCORE: 1 2 3 4

Notes/Comments



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

8.1 Completes Job Requirements According to Established Timelines

- 1-completes assigned tasks on schedule 1 2 3 4
- 2-is punctual for school, classes, meetings, conferences, and other scheduled activities 1 2 3 4
- 3-adheres to local personnel policies and procedures (e.g. attendance, leave) 1 2 3 4

Indicator Score: 1 2 3 4

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

- 1-maintains accurate, up-to-date records, including student progress records 1 2 3 4
- 2-establishes procedures consistent with established policies, laws, and regulations 1 2 3 4
- 3-recommends actions in accordance with applicable laws, policies, and regulations 1 2 3 4
- 4-supports established laws, policies, and procedures when dealing with school personnel, students, and parents/guardians 1 2 3 4

Indicator Score: 1 2 3 4

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

- 1-treats confidential information about students, staff, and school affairs in a professional and ethical manner 1 2 3 4
- 2-demonstrates respect, interest, and consideration for those with whom he/she interacts 1 2 3 4
- 3-assists in school planning when requested 1 2 3 4
- 4-participates in collegial efforts without giving up individual rights to dissent or to work to effect change 1 2 3 4
- 5-handles contacts with parents/guardians in a professional, ethical manner 1 2 3 4

Indicator Score: 1 2 3 4

8.4 Promotes Cooperation with Parents/Guardians and Between School and Community

- 1-adjusts activities and schedules when necessary to accommodate other programs or activities 1 2 3 4
- 2-holds conferences at times mutually convenient to all participants 1 2 3 4
- 3-uses community resources to supplement program 1 2 3 4
- 4-encourages parents/guardians to participate in the school 1 2 3 4
- 5-participates in school-related, parent/guardian-directed meetings when appropriate 1 2 3 4
- 6-acts as an advocate for students 1 2 3 4
- 7-seeks outside help for students, as needed 1 2 3 4

Indicator Score: 1 2 3 4

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

COMPETENCY SCORE: 1 2 3 4

Notes/Comments

List numbers of not more than three Competencies and a limited number of Indicators identified for the focus of a Professional Development Plan for the next school year.

Competency:

Competency:

Competency:

Indicators:

Indicators:

Indicators:

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

STRUCTURED ORAL/WRITTEN INTERVIEW SCORING FORM LIBRARY MEDIA SPECIALIST SYSTEM

Library Media Specialist: _____ **Date:** ___ ___ / ___ ___ / ___ ___
MM DD YY

Evaluator: _____
(Provide evaluator name only if different from the name on the ESR form)

Oral Interview *Written Interview Option*

The interview contains 5 question sets. It is administered in one of two ways: 1) it may be conducted in one or more sessions by trained evaluators, or 2) the library media specialist can provide written responses to the question sets. If the library media specialist chooses to provide written responses, all five question sets are due at a time agreed upon by the evaluator and the library media specialist. A conference between the evaluator and the library media specialist is required to discuss the written responses and/or for the evaluator to ask probing or clarifying questions. In either interview administration, the library media specialist may or may not choose to provide a representative sampling of materials that assist in explanations.

The question sets to be addressed are attached to this Interview Scoring Form. If the interview is conducted as a structured oral interview, responses from the library media specialist are recorded by the evaluator on the Observation/Interview Scripting Form. If the library media specialist chooses to write responses to the interview, these responses should be written on the Observation/Interview Scripting Form. Each sheet should indicate the library media specialist's name, page number, and the question set to which a response is made. If the librarian chooses to provide materials as examples that assist in an explanation, these materials should be attached as appendices. More detailed instructions are provided in the manual.

The scoring statements on this Interview Scoring Form should be used in determining the indicator scores. Procedures and definitions for scoring the interview appear in the evaluation manual. Explanation of assigned scores will be provided to the library media specialist.

1 - Unsatisfactory

Indicates the library media specialist's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the library media specialist's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area Of Strength

Indicates the library media specialist consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the library media specialist does an outstanding job in this position requirement. No area for improvement is readily identifiable.

**SCORING FORM FOR LIBRARY MEDIA SPECIALIST
STRUCTURED ORAL/WRITTEN INTERVIEW**



1 - Unsatisfactory 3 - Area of Strength
2 - Needs Improvement 4 - Demonstrates Excellence

**QUESTION SET 1
(INDICATOR 1.1)**

How do you determine your library media program goals and objectives? Discuss the criteria and sources you use to develop long range goals and short term objectives and how you decide upon and develop these goals and objectives from the criteria or sources. *Examples of materials that will assist your explanation may be provided.*

- | | | | | |
|--|---|---|---|---|
| 1. Establishes long-range and short range goals for the library media program | 1 | 2 | 3 | 4 |
| 2. Selects objectives to meet the needs of the library media program, school curricula, students and staff | 1 | 2 | 3 | 4 |
| 3. Establishes goals and procedures for acquisition of resources | 1 | 2 | 3 | 4 |

Comments for Justification of Scores	Indicator 1.1 Score: 1 2 3 4
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**QUESTION SET 2
(INDICATOR 1.2)**

How do you plan for delivery of services and instruction that support the instructional program? Please include how you determine your strategies for this delivery. Also include any results from your survey responses. *Examples of materials that will assist your explanation may be provided.*

- | | | | | |
|--|---|---|---|---|
| 1. Collaboratively plans lessons with teachers to integrate information skills into instructional program | 1 | 2 | 3 | 4 |
| 2. Identifies instructional strategies appropriate to the levels, interests, and learning styles of students | 1 | 2 | 3 | 4 |
| 3. Establishes procedures for the operation of the library media center | 1 | 2 | 3 | 4 |
| 4. Develops a plan to integrate library media center services into the educational program | 1 | 2 | 3 | 4 |
| 5. Identifies materials, supplies, technology/media, and equipment needed for instruction and has them ready for use | 1 | 2 | 3 | 4 |

Comments for Justification of Scores	Indicator 1.2 Score: 1 2 3 4
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**QUESTION SET 3
(INDICATOR 1.3)**

Describe the process for the development of the library collection. For example, how do you decide which resources and equipment should be selected for use? *Examples of materials that will assist your explanation may be provided.*

- | | | | | |
|---|---|---|---|---|
| 1. Seeks active involvement of teachers and students in selecting new books, materials/resources, software, and equipment | 1 | 2 | 3 | 4 |
| 2. Selects media consistent with identified needs using established selection procedures | 1 | 2 | 3 | 4 |
| 3. Utilizes a variety of selection sources, tools, and/or resources | 1 | 2 | 3 | 4 |
| 4. Handles requests for reconsideration of library media materials in accordance with board policy | 1 | 2 | 3 | 4 |

Comments for Justification of Scores	Indicator 1.3 Score: 1 2 3 4
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**SCORING FORM FOR LIBRARIAN'S
STRUCTURED ORAL/WRITTEN INTERVIEW**



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

**QUESTION SET 4
(INDICATOR 2.2)**

How do you serve as a resource to teachers and students? For example, what type of activities do you provide concerning use of the library media center? *Examples of materials that will assist your explanation may be provided.*

- | | | | | |
|--|---|---|---|---|
| 1. Serves as an information specialist to teachers and students through reference, research, and resource services | 1 | 2 | 3 | 4 |
| 2. Provides specific information and resources in response to student and teacher request, including copyright laws | 1 | 2 | 3 | 4 |
| 3. Supports teachers in planning, delivering, and evaluating instruction | 1 | 2 | 3 | 4 |
| 4. Conducts in-service activities as needed or requested to provide information to teachers about educational media and technology | 1 | 2 | 3 | 4 |

Comments for Justification of Scores

Indicator 2.2 Score: 1 2 3 4

**QUESTION SET 5
(INDICATORS 3.1 and 3.2)**

How do you evaluate your library media program and monitor the services provided? In your discussion, address your evaluation and monitoring strategies including the types of assessments you use and why you use these assessments. Also discuss how you use the results, and how you record and report student performance and progress. *Examples of materials that will assist your explanation may be provided.*

- | | | | | |
|--|---|---|---|---|
| 1. Regularly evaluates and analyzes library collection | 1 | 2 | 3 | 4 |
| 2. Uses evaluation data to determine achievement of goals and objectives and changes in program and services | 1 | 2 | 3 | 4 |
| Indicator 3.1 Score: 1 2 3 4 | | | | |
| 3. Monitors programs to ensure that all students have equal access to services | 1 | 2 | 3 | 4 |
| 4. Monitors programs to ensure integration of services with all aspects of the school program | 1 | 2 | 3 | 4 |
| 5. Monitors student understanding during instruction | 1 | 2 | 3 | 4 |
| 6. Uses monitoring information to make immediate adjustments to program and services | 1 | 2 | 3 | 4 |

Comments for Justification of Scores

Indicator 3.2 Score: 1 2 3 4

Library Media Specialist Structured Oral/Written Interview Question Sets

The question sets for the Structured Oral/Written Interview are provided below . The items below each question set are the statements that correspond to the definitional items in the library media specialist competencies. These statements are provided for reference and should be used as a guide in determining responses.

If the interview is conducted as a structured oral interview, responses from the library media specialist are recorded by the evaluator on the Observation/Interview Scripting Form. If the library media specialist chooses to write responses to the interview, these responses should be written on the Observation/Interview Scripting Form. Each sheet should indicate the library media specialist's name, page number, and the question set to which a response is made.

If the library media specialist decides to provide materials as examples that assist in an explanation, these materials should be referenced in the responses to the questions. During the oral structured interview, these materials should be shared with the evaluator. In the written interview, they should be provided as attachments. More detailed instructions are provided in the evaluation manual.

QUESTION SET 1 (INDICATOR 1.1)

How do you determine your library media program goals and objectives? Discuss the criteria and sources you use to develop long range goals and short term objectives and how you decide upon and develop these goals and objectives from the criteria or sources. *Examples of materials that will assist your explanation may be provided.*

- Establishes long-range and short-range goals for the library media program
- Selects objectives to meet the needs of the library media program, school curricula, students and staff
- Establishes goals and procedures for acquisition of resources

QUESTION SET 2 (INDICATOR 1.2)

How do you plan for delivery of services and instruction that support the instructional program? Please include how you determine your strategies for this delivery. Also include any results from your survey responses. *Examples of materials that will assist your explanation may be provided.*

- Collaboratively plans lessons with teachers to integrate information skills into instructional program
- Identifies instructional strategies appropriate to the levels, interests, and learning styles of students
- Establishes procedures for the operation of the library media center
- Develops a plan to integrate library media center services into the educational programs
- Identifies materials, supplies, technology/media, and equipment needed for instruction and has them ready for use

QUESTION SET 3 (INDICATOR 1.3)

Describe the process for the development of the library collection. For example, how do you decide which resources and equipment should be selected for use? *Examples of materials may be provided.*

- Seeks active involvement of teachers and students in selecting new books, materials/resources, software, and equipment
- Selects media consistent with identified needs using established selection procedures
- Utilizes a variety of selection sources, tools, and/or resources
- Handles requests for reconsideration of library media materials in accordance with board policy

QUESTION SET 4 (INDICATOR 2.2)

How do you serve as a resource to teachers and students? For example, what type of activities do you provide concerning use of the library media center? *Examples of materials that will assist your explanation may be provided.*

- Serves as an information specialist to teachers and students through reference, research, and resource services
- Provides specific information and resources in response to student and teacher request, including copyright laws
- Supports teachers in planning, delivering, and evaluating instruction
- Conducts in-service activities as needed or requested to provide information to teachers about educational media and technology

QUESTION SET 5 (INDICATORS 3.1 and 3.2)

How do you evaluate your library media program and monitor the services provided? In your discussion, address your evaluation and monitoring strategies including the types of assessments you use and why you use these assessments. Also discuss how you use the results, and how you record and report student performance and progress. *Examples of materials that will assist your explanation may be provided.*

- Regularly evaluates and analyzes library collection
- Uses evaluation data to determine achievement of goals and objectives and changes in program and services
- Monitors programs to ensure that all students have equal access to services
- Monitors programs to ensure integration of services with all aspects of the school program
- Monitors student understanding during instruction
- Uses monitoring information to make immediate adjustments to program and services

OBSERVATION/INTERVIEW SCRIPTING FORM

Page

Educator's Name: _____

Observation

Evaluator's Name: _____

Date: _____

Oral Interview

Written Interview Option

Interview Question Set

Line
Number

- 1. _____
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OBSERVATION/INTERVIEW SCRIPTING FORM

Educator's Name: _____

Observation

Evaluator's Name: _____

Oral Interview

Date: _____

Written Interview Option

Interview Question Set

Line
Number

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ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

LIBRARY MEDIA SPECIALIST PRE- AND POST-OBSERVATION CONFERENCE RECORD

Library Media Specialist: _____ Evaluator _____
(Provide evaluator name only if different from the name on the ESR form)

School System: _____ School: _____ Date: ____/____/____

Subject/Grade Level: _____ Number of Students: _____ Hour: _____

Observation No. 1 2 3 Announced Observation Unannounced Observation | First Year Librarian Non-Tenured Tenured

Special Conditions (to be specified by library media specialist)

Multiple Disorders Overcrowded Conditions Inadequate Technology Inadequate Facilities Inadequate Resources Other

Comments:

1. What library media specialist activities are planned?
2. What student activities are planned?
3. What staff activities are planned? (management observation only)
4. What topics or content will be covered in this observation? (instructional observation only)
5. How and when will objectives be measured?
 Librarian Made Tests Commercially Prepared Tests Textbook Tests Standardized Tests System Developed Tests
 Homework Work Products/Projects Student Performance Other _____

POST-OBSERVATION

6. Were student/library media specialist activities observed those planned? Yes No If no, indicate activities observed.
7. Special conditions observed (other than those indicated by the library media specialist):
8. Strengths Observed:

<u>Competency/Indicator</u>	<u>Comments/Suggestions</u>
-----------------------------	-----------------------------
9. Areas for Focus:

<u>Competency/Indicator</u>	<u>Comments/Recommendations</u>
-----------------------------	---------------------------------
10. Library Media Specialist Comments: (optional)
11. Evaluator Comments: (optional)

Library Media Specialist Signature/Date

Evaluator Signature/Date

Signature indicates that library media specialist has reviewed this form and a Post-Observation Conference has been held. It does not necessarily indicate agreement with the evaluation

LIBRARY MEDIA SPECIALIST INSTRUCTIONAL OBSERVATION ANALYSIS AND SCORING FORM

1- 4, NO*
Score

**SUPPORTING
SCRIPT REFERENCES**

1- 4, NO*
Score

**SUPPORTING
SCRIPT REFERENCES**

PRESENTING

____ **2.1 Implements Instruction**

Indicator Definitions:

- Orients students
- Uses variety of media resources
- Responds knowledgeably to student questions
- Engages students in learning activities
- Sets performance standards for students
- Measures student knowledge/skills systematically
- Reports achievement and progress
- Establishes and maintains rules and procedures

Other Considerations:

- Uses and facilitates technology
- Presents in logical pattern/sequence
- Questions effectively
- Provides review
- Uses accurate, up-to-date material
- Identifies misconceptions
- Clarifies/elaborates
- Reteaches when necessary
- Adjusts pace when necessary
- Makes recommendations
- Promotes Thinking
- Effective use of time

EVALUATING

____ **3.2 Assesses Student Progress, when appropriate**

- Monitors student understanding during instruction
- Provides feedback about student performance

MANAGEMENT

____ **4.4 Manages Students**

- Uses discipline strategies
- Manages behavior
- Uses interaction skills to control student conduct

MAINTAINING CLIMATE

____ **5.1 Involves Students**

- Encourages participation
- Ensures equitable participation
- Establishes positive rapport
- Elicits responses
- Encourages student sharing
- Uses student ideas/responses
- Seeks elaboration
- Refers to other students
- Engages students in knowledge/hypotheses
- Varies roles in instructional process

____ **5.2 Communicates High Expectations**

- Timelines for completion
- Establishes standards
- Holds students accountable
- Encourages quality/independency
- Indicates confidence

____ **5.3 Expresses Positive Affect**

- Verbal/nonverbal enthusiasm
- Positive verbal language
- Positive nonverbal cues
- Demonstrates respect
- Lack of ridicule/sarcasm
- Lack of personal criticism
- Avoids outbursts

____ **5.4 Maintains Environment**

- Arranges furniture/equipment
- Accommodates variety of activities
- Maintains attractive environment

COMMUNICATING

____ **6.1 Speaks Clearly/Correctly**

- Uses standard speech
- Uses correct pronunciation
- Adjusts rate
- Adjusts volume
- Adjusts pitch
- Organizes presentation
- Uses appropriate vocabulary
- Speaks fluently

____ **6.2 Writes Clearly, Correctly and Coherently**

- Spells Correctly
- Uses correct grammar/mechanics
- Writes legibly
- Uses appropriate vocabulary
- Organizes Information

*NO = Not Observed

OBSERVATION/INTERVIEW SCRIPTING FORM

Page

Educator's Name: _____

Observation

Evaluator's Name: _____

Date: _____

Oral Interview

Written Interview Option

Line
Number

Interview Question Set

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OBSERVATION/INTERVIEW SCRIPTING FORM

Page

Educator's Name: _____

Evaluator's Name: _____

Date: _____

- Observation
- Oral Interview
- Written Interview Option

Interview Question Set

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Number

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ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

MANAGEMENT OBSERVATION RECORD LIBRARY MEDIA SPECIALIST SYSTEM

Note: With the exception of the library media specialist as an identifier, you do not have to complete the demographics below if you have completed that information on the Pre-and Post-Observation Conference Record and it is attached.

Library Media Specialist: _____ Evaluator: _____
(provide evaluator name only if different from the name on the ESR form)

School System: _____ System Name: _____ School: _____ School: _____ Date: ____/____/____
Code # Code # MM DD YY

Average Number of Students in Media Center: _____ Average Number of Adults in Media Center: _____

Observation No. 1 2 3 Announced Observation First Year Library Media Specialist
 Unannounced Observation Non-tenured Library Media Specialist
 Tenured Library Media Specialist

SPECIAL CONDITIONS

(To be specified by library media specialist)

- | | |
|---|--|
| <input type="checkbox"/> Multiple Disorders | <input type="checkbox"/> Inadequate Facilities |
| <input type="checkbox"/> Overcrowded Conditions | <input type="checkbox"/> Inadequate Resources |
| <input type="checkbox"/> Inadequate Technology | <input type="checkbox"/> Subject Change |
| Comments: _____ | <input type="checkbox"/> Other _____ |

After conducting and scripting all management observations, behaviors related to each indicator should be referenced on the *Library Media Specialist Management Observation Analysis and Scoring Form*. Applicable comments from the review of the surveys should also be referenced on this form. After analyzing all management observations and surveys together for a listed indicator, apply the scoring scale below to that indicator. In some instances, behaviors not observed are to be indicated by "NO".

1 - Unsatisfactory

Indicates the library media specialist's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

2 - Needs Improvement

Indicates the library media specialist's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

3 - Area Of Strength

Indicates the library media specialist consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.

4 - Demonstrates Excellence

Indicates the library media specialist does an outstanding job in this position requirement. No area for improvement is readily identifiable.

(Over)

LIBRARY MEDIA SPECIALIST MANAGEMENT OBSERVATION ANALYSIS AND SCORING FORM

Library Media Specialist: _____

Score*	Supporting Script/Survey References
2.2 Resource to Teachers and Students	<div style="border: 1px solid black; height: 800px; width: 100%;"></div>
Provides general information Provides specific information Responds to request Other (specify) _____	
2.3 Assists Students and Staff in Use of Center	
Provides orientation Assists in selection of material/reference Assists with media/equipment Informs Assists with checking out/returning Other (specify) _____	
4.1 Provides for Maintenance of Center	
Equipment working Ensures shelving/filing Other (specify) _____	
4.2 Manages Center Services/Staff	
Variety of activities Supervising General orderliness Other (specify) _____	
4.3 Coordinates Resources	
Up-to-date resources Supply of working media/equipment Resources organized and ready for distribution Resources accessible Other (specify) _____	
4.4 Manages Students	
Appropriate behavior, on task Rules clear Rules enforced Other (specify) _____	
5.2 Communicates High Expectations	
Standards Encourages quality Other (specify) _____	
5.3 Expresses Positive Affect	
Positive verbal/non-verbal Demonstrates respect Other (specify) _____	
5.4 Maintains Physical Environment	
Accommodates variety of activity Maintains attractive environment Other (specify) _____	
6.1 Speaks Clearly, Correctly, Coherently	
Uses standard speech Uses correct pronunciation Adjusts rate Adjusts pitch Organizes presentations Uses appropriate vocabulary Speaks fluently	
6.2 Writes Clearly, Correctly, Coherently	
Spells correctly Uses correct grammar/mechanics Writes legibly Uses appropriate vocabulary Organizes information	

* After all management observations have been conducted and analyzed together with the surveys, generate a single score for each indicator being assessed.

OBSERVATION/INTERVIEW SCRIPTING FORM

Page

Educator's Name: _____

Evaluator's Name: _____

Date: _____

Observation

Oral Interview

Written Interview Option

Interview Question Set

Line
Number

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OBSERVATION/INTERVIEW SCRIPTING FORM

Page

Educator's Name: _____

Evaluator's Name: _____

Date: _____

- Observation
- Oral Interview
- Written Interview Option

Interview Question Set

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ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM
SUPERVISOR'S REVIEW FORM
LIBRARY MEDIA SPECIALIST SYSTEM

Library Media Specialist: _____

Date: ___ / ___ / ___
MM / DD / YY

Evaluator: _____

(Provide evaluator name only if different from the name on the ESR form)

This review form should be completed by the library media specialist's supervisor. The scores and justification from this instrument should be included as part of the total evaluation results.

Evaluators should refer to the complete list of indicators and definition items when completing the scores. The definition items define each indicator and are used to formulate a response at the indicator level. The results from the indicators should be reviewed to formulate an overall score for each competency area. In some instances, the indicator scores will need to be combined with information from other evaluation instruments when completing the Evaluation Summary Report. Procedures for combining these scores appear in the evaluation manual. Explanation of every assigned score will be provided to the library media specialist.

The following scale should be used to determine the scores for each of the indicators and competency areas. Indicates the library media specialist's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.

1 - Unsatisfactory

2 - Needs Improvement

3 - Area of Strength

4 - Demonstrates Excellence

Indicates the library media specialist's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.

Indicates the library media specialist consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the areas(s) indicated, but current practices are clearly acceptable.

Indicates the library media specialist does an outstanding job in this position requirement. No area for improvement is readily identifiable.

4.0 MANAGEMENT OF LIBRARY MEDIA PROGRAM/SERVICES

4.1 Provides for Maintenance of Library Media Program and Services

1-maintains an effective schedule for use of the library media center	1	2	3	4
2-ensures that equipment is in working order	1	2	3	4
3-maintains accurate and up-to-date inventory of all library media materials and equipment	1	2	3	4
4-maintains current catalogs (card or electronic) and materials listing	1	2	3	4
5-ensures shelving/filing of media and equipment	1	2	3	4
6-inspects, maintains, and weeds media and equipment	1	2	3	4
7-maintains or improves automation of library media management functions, e.g., circulation, catalog	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

4.0 MANAGEMENT OF LIBRARY MEDIA PROGRAM/SERVICES

4.2 Manages Library Media Center Services, Staff, Facility, and Budget

1-prepares a library media center budget and appropriate expenditure reports	1	2	3	4
2-promotes flexible use of the library media center	1	2	3	4
3-promotes accessibility to media resources, equipment, and facilities	1	2	3	4
4-arranges media center facilities for a variety of activities such as reading, listening, and viewing	1	2	3	4
5-establishes a program for orientation/training and supervising aide, volunteers, and student assistants	1	2	3	4
6-prioritizes demands on time and streamlines nonessential routines	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

4.3 Coordinates Resources

1-acquires up-to-date resources (books, other) and equipment	1	2	3	4
2-organizes resources and equipment for easy access	1	2	3	4
3-processes resources in a timely manner according to accepted rules/practices for collection organization	1	2	3	4
4-ensures that impediments to circulation of resources and equipment are removed	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

6.0 COMMUNICATION

6.2 Writes Clearly, Correctly, and Coherently

1-spells words correctly	1	2	3	4
2-uses correct grammar and mechanics	1	2	3	4
3-writes legibly	1	2	3	4
4-uses vocabulary and style appropriate to level of audience	1	2	3	4
5-organizes written information	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4



1 - Unsatisfactory
2 - Needs Improvement

3 - Area of Strength
4 - Demonstrates Excellence

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

8.1 Completes Job Requirements According to Established Timelines

1-completes assigned tasks on schedule	1	2	3	4
2-is punctual for school, classes, meetings, conferences, and other scheduled activities	1	2	3	4
3-adheres to local personnel policies and procedures (e.g., attendance, leave)	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

1- maintains accurate, up-to-date records, including student progress records	1	2	3	4
2-establishes procedures consistent with established policies, laws, and regulations	1	2	3	4
3-recommends actions in accordance with applicable laws, policies, and regulations	1	2	3	4
4-supports established laws, policies, and procedures when dealing with school personnel, students, and parents/guardians	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

1-treats confidential information about students, staff, and school affairs in a professional and ethical manner	1	2	3	4
2-demonstrates respect, interest, and consideration for those with whom he/she interacts	1	2	3	4
3-assists in school planning when requested	1	2	3	4
4-participates in collegial efforts without giving up individual rights to dissent or to work to effect change	1	2	3	4
5-handles contacts with parents/guardians in a professional, ethical manner	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

8.4 Promotes Cooperation with Parents/Guardians and Between School and Community

1-adjusts activities and schedules when necessary to accommodate other programs or activities	1	2	3	4
2-holds conferences at times mutually convenient to all participants	1	2	3	4
3-uses community resources to supplement program	1	2	3	4
4-encourages parents/guardians to participate in the school	1	2	3	4
5-participates in school-related, parent/guardian-directed meetings when appropriate	1	2	3	4
6-acts as an advocate for students	1	2	3	4
7-seeks outside help for students, as needed	1	2	3	4

Notes/Comments for Justification of Scores

Indicator Score: 1 2 3 4

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM

EVALUATION SUMMARY REPORT LIBRARY MEDIA SPECIALIST SYSTEM

Library Media Specialist: _____ **Social Security No:** ____ - ____ - _____
Evaluator: _____ **Social Security No:** ____ - ____ - _____
School System: _____ **School:** _____ **Date:** ____ / ____ / ____
Code No. Code No. M M D D Y Y

This evaluation summary form should be used to combine information from the various data collection instruments: Instructional Observation (IO), Structured Interview (SI), Supervisor's Review Form (SRF), Management Observation (MO), and Professional Development Plan (PDP). (Note: The observation scores from both Management Observations and the appropriate surveys should be considered together for the Management Observation indicator scores.) First, numerical scores from these instruments should be listed in the blank space(s) by indicator. Second, this information should be reviewed to determine a competency score. Competency scores are to be determined from a pattern analysis of the indicator scores and entered in the space designated for competency scores. Third, documentation is required for each competency area.

The following scale is used to determine indicator scores and the overall score for each competency area:

- | | |
|------------------------------------|---|
| 1 - Unsatisfactory | <i>Indicates the library media specialist's performance in this position requirement is not acceptable. Improvement activities must be undertaken immediately.</i> |
| 2 - Needs Improvement | <i>Indicates the library media specialist's performance sometimes but not always meets expectations in this position requirement. Improvement activities are required for performance to consistently meet standards.</i> |
| 3 - Area Of Strength | <i>Indicates the library media specialist consistently meets and sometimes exceeds expectations for performance in this position requirement. Performance can be improved in the area(s) indicated, but current practices are clearly acceptable.</i> |
| 4 - Demonstrates Excellence | <i>Indicates the library media specialist does an outstanding job in this position requirement. No area for improvement is readily identifiable.</i> |

COMPETENCIES Indicators	Instruments				
1.0 PREPARATION FOR DELIVERY OF SERVICES	IO	SI	SRF	MO	PDP
1.1 Establishes Appropriate Goals and Objectives for the Library Media Program					
1.2 Prepares for Services and Instruction that Support the Instructional Program					
1.3 Provides for Systematic Development of Library Collection					

Competency Documentation:

COMPETENCY SCORE:	1	2	3	4
--------------------------	----------	----------	----------	----------

COMPETENCIES Indicators	Instruments				
2.0 PROVIDES SERVICES/INSTRUCTION THAT SUPPORT THE INSTRUCTIONAL PROGRAM	IO	SI	SRF	MO	PDP
2.1 Implements Instruction of Information Skills					
2.2 Serves as a Resource to Teachers and Students					
2.3 Assists Students and Staff in the Use of the Library Media Center					
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4				

COMPETENCIES Indicators	Instruments				
3.0 EVALUATION OF LIBRARY MEDIA SERVICES	IO	SI	SRF	MO	PDP
3.1 Evaluates Library Media Programs					
3.2 Monitors Library Services and Assesses Student Progress, when Appropriate					
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4				

COMPETENCIES Indicators	Instruments				
4.0 MANAGEMENT OF LIBRARY MEDIA PROGRAM AND SERVICES	IO	SI	SRF	MO	PDP
4.1 Provides for Maintenance of Library Media Program and Services					
4.2 Manages Library Media Center Services, Staff, Facility, and Budget					
4.3 Coordinates Resources					
4.4 Manages Students					
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4				

COMPETENCIES Indicators	Instruments				
	IO	SI	SRF	MO	PDP
5.0 POSITIVE LEARNING CLIMATE					
5.1 Involves Students in Interaction					
5.2 Communicates High Expectations					
5.3 Expresses Positive Affect/Minimizes Negative Affect					
5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided					
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4				

COMPETENCIES Indicators	Instruments				
	IO	SI	SRF	MO	PDP
6.0 COMMUNICATION					
6.1 Speaks Clearly, Correctly, and Coherently					
6.2 Writes Clearly, Correctly, and Coherently					
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4				

The Professional Development and Leadership section below reports activities undertaken and completed for an evaluation cycle. For *non-tenured* personnel, the cycle is *annual*; for *tenured* personnel, the cycle may be *annual, two years, or three years* depending on the option of the local school system. The activities are those undertaken for specific definition items as shown on the Professional Development Plan. Dependent upon the objectives and activities, the same definition item may be addressed more than once.

**Indicator 7.1 Definition Items
Addressed in PDP**

	PDP Score			
	1	2	3	4

**Indicator 7.2 Definition Items
Addressed in PDP**

	PDP Score			
	1	2	3	4

COMPETENCIES Indicators	Instruments				
	IO	SI	SRF	MO	PDP
7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP					
7.1 Improves Professional Knowledge and Skills					
7.2 Takes a Leadership Role in Improving Education					
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4				

COMPETENCIES Indicators	Instruments				
	IO	SI	SRF	MO	PDP
8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES					
8.1 Completes Job Requirements According to Established Timelines					
8.2 Adheres to Written Local/State Board Policies & Federal Laws/Regulations					
8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians					
8.4 Promotes Cooperation with Parents/Guardians and Between School and Community					
Competency Documentation:	COMPETENCY SCORE: 1 2 3 4				

Mark no more than three Competencies and a limited number of Indicators identified for the focus of a Professional Development Plan for the next school year(s):

COMPETENCY	1	2	3	4	5	6	7	8
Indicator								
1								
2								
3								
4								
5								

Complete this section only if the local education agency has a local Board of Education approved summative evaluation component:

Composite Competency Score (summative purposes only, which requires local board approval):

Total of all competency scores

Library Media Specialist has met summative performance standard: Yes No

Library Media Specialist's Signature: _____ Evaluator's Signature: _____

Other Data Collectors' Signature: _____

NOTE: Signature indicates that information from other instruments has been shared and evaluation results have been discussed.

AREA NUMBERS	PROFESSIONAL DEVELOPMENT RELATED GOALS/OBJECTIVES	PROPOSED ACTIVITIES	TIME LINE	ASSESSMENT METHOD(S)	PROGRESS CHECK DATES		
					1	2	3
Competency Area: Indicator(s): ----- Or check if: <input type="checkbox"/> Student Achievement/Development <input type="checkbox"/> Personal/Professional							

In the "Activity" column, the evaluator should check the definition item(s) which the activities address. In the "Year" columns, the evaluator should record the score for each of the checked activities. For annual, full evaluation only the first year column will be used. The remaining columns, used for educators on a multi-year evaluation cycle, are for scoring activities which are completed during the second or third year.

END OF PDP CYCLE ASSESSMENT AND BENEFITS

PROFESSIONAL DEVELOPMENT AND LEADERSHIP COMPETENCY	Activity	7.1 Improves Prof. Knowledge			Definition Item
		Year			
		1	2	3	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in prof. org.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in/attends prof. dev. program/conf.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participates in prof. dev. to improve job performance
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes formal coursework
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uses ideas to improve tch.
PROFESSIONAL DEVELOPMENT AND LEADERSHIP COMPETENCY	Activity	7.2 Takes Leadership Role			Definition Item
		Year			
		1	2	3	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Leadership in identifying resolving issues
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ldrship in est. schl. goals
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Initiates activities/projects
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conducts workshops/train.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shares ideas, materials, etc.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Part. in shared decisionmkg.

Evaluator Comments

We agree upon the Goals/Objectives, Activities, Timelines, and Assessment Method(s) listed: Educator: _____ Date: _____ Evaluator: _____ Date: _____

Signatures indicate we have discussed the Assessment and Benefits described: Educator: _____ Date: _____ Evaluator: _____ Date: _____