

# Teacher-Librarian Evaluation Program Handbook

## Professional Growth Plan

*The Teacher Evaluation Committee will gather input and meet periodically to examine this evaluation process in order to safeguard the integrity of our model framework.*

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# Introduction to the Teacher-Librarian Evaluation Program

The Southgate Community School District Teacher-Librarian Evaluation Program is the result of collaboration and cooperation of the United Teachers of Southgate (UTS), administrators, and Board of Education members. Much of the content is based on research from nationally recognized authorities in the field of effective teaching particularly, Charlotte Danielson in her book Teacher Evaluation To Enhance Professional Practice and Evaluation and Student Learning by Pamela D. Tucker and James H. Stonge. We believe that the Southgate Community School District Teacher-Librarian Evaluation Program Handbook and the Standards for Effective Teaching within it are rigorous, transparent, and fair performance evaluation system that is approaching full implementation of the Michigan School Code 380.1249 and 380.1250.

**This handbook addresses full compliance of all of the following:**

- Evaluates the Teacher-Librarian’s job performance at least annually while providing timely and effective feedback.
- Establishes clear approaches to measuring student growth and provides Teacher-Librarians with relevant data on student academic and personal growth.
- Evaluates a Teacher-Librarian’s job performance using multiple rating categories that take into account data on student growth as a significant factor. Student growth shall be measured by national, state or local assessments and other objective criteria.
- Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
  - The effectiveness of Teacher-Librarians, ensuring that they are given ample opportunities for improvement.
  - Promotion, retention, and development of Teacher-Librarians, including providing relevant coaching, instructional support, or professional development.
  - Whether to grant tenure or full certification, or both, to Teacher-Librarians using rigorous standards and streamlined, transparent, and fair procedures.
  - Removing ineffective tenured and untenured Teacher-Librarian s after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.



### **What the Southgate Evaluation Program and Standards for Effective Teaching within IS:**

- It IS a commitment to the growth and development of Teacher-Librarians and administrators.
- It IS a statement that communicates our beliefs about effective teaching.
- It IS a synthesis of teaching behaviors that promotes student learning and personal growth is supported by research, learning theory, and expert opinions.
- It IS a continuous source of information on effective teaching, which will be reviewed and updated periodically.
- It IS a resource for Teacher-Librarians and administrators to use in their roles as instructional decision makers.

### **What the Southgate Evaluation Program and the Standards for Effective Teaching IS NOT:**

- It IS NOT an attempt to supersede Board adopted curriculum or prescribe one way for all Southgate Teacher-Librarians to teach.
- It IS NOT an outline of elements of instruction that are expected every day in every lesson and in the same order in which they appear in the Standard.
- The Standards for Effective Teaching within this handbook consists of five domains:
  - Instructional Partner and Information Specialist
  - The Library Environment
  - Library Administrator
  - Professional Responsibilities
  - Student Achievement Growth



# Purpose of Teacher-Librarian Evaluation

Throughout a Teacher-Librarian's professional career, the Teacher-Librarian and administrator must work collaboratively each year to ensure the strengthening of the Southgate Standards for Effective Teaching. The purpose and benefit of yearly evaluation are threefold:

**1. Demonstration of Southgate Standards for Effective Teaching**

Demonstration of the Standards is an ongoing process and is assessed by the administrator through informal classroom observations and other school settings, i.e., faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or co-curricular activities.

**2. Continued Professional Growth Plan**

Planning for Professional Growth is the second component. It is both proactive and collaborative. The Teacher-Librarians and the administrator collaborate to identify goals and develop a plan to attain the identified goals. Goals should be developed using the Southgate Standards for Effective Teacher-Librarian Rubric and must also work toward building School Improvement goals and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth. Goals may be renewed from one year to the next if appropriate.

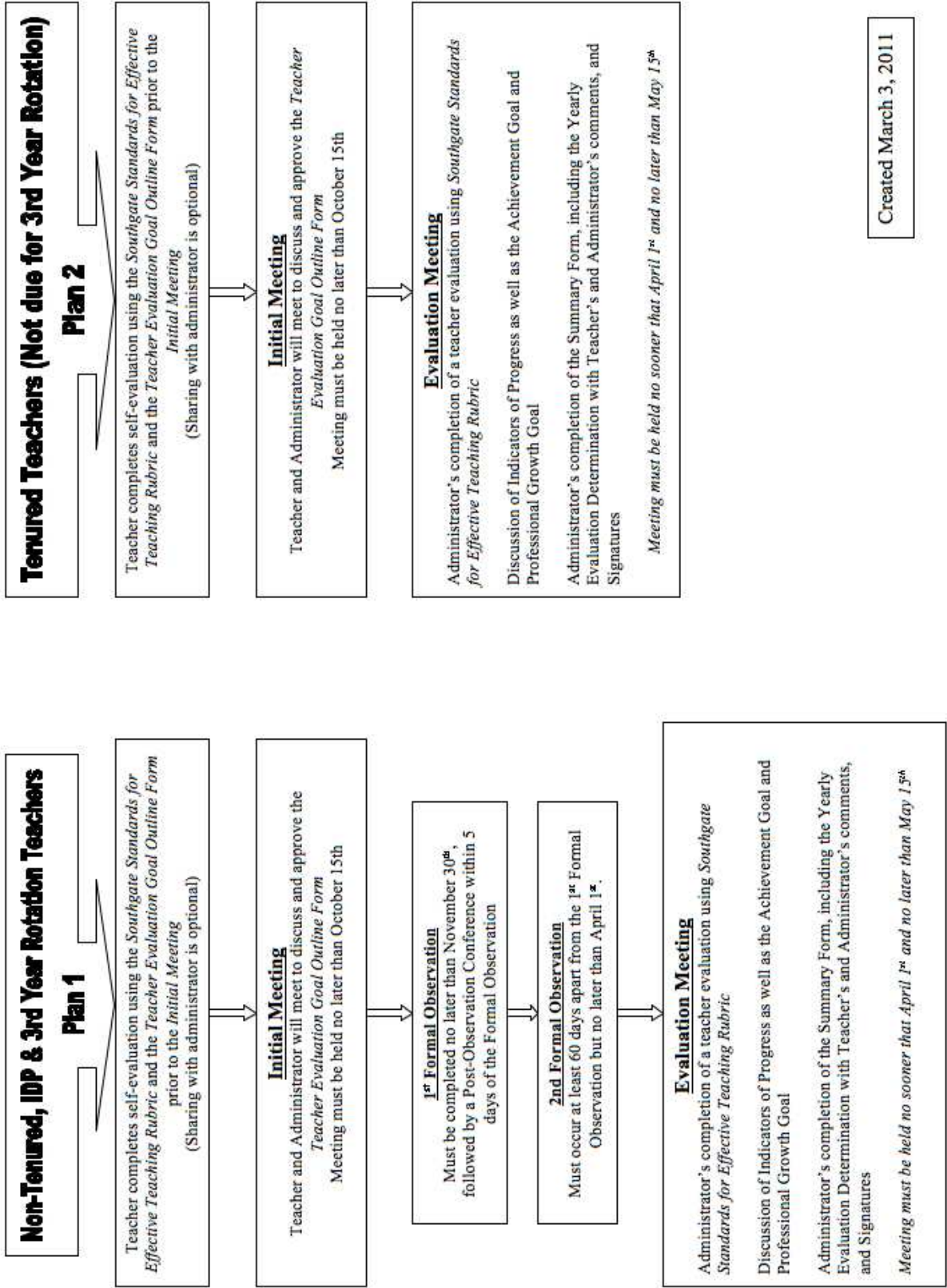
**3. Continued focus on Student Achievement Data**

Continued focus on student achievement data is a critical way to inform instructional practice. Current legislation now obligates schools to utilize achievement data as one component of Teacher-Librarian evaluation. As a result, our discussions will be data-informed and data-driven. Achievement data is a part of this evaluation and reflects Direction #1 of the SCSD Strategic Plan.

This Teacher-Librarian Evaluation program combines both Professional Growth components and the examination of achievement data, in addition to other considerations required of public schools as a result of recent legislative adjustments.

Teacher-Librarian evaluation is a complex process and one that requires commitment from all parties. Southgate Community School District's model is one that promotes collegiality, collaboration, personal and professional growth. Determining a Teacher-Librarian's effectiveness requires an examination of a multitude of factors. Many of these are defined by the Southgate Standards for Effective Teacher-Librarian Rubric, but there are variables in addition to the standards that may be utilized to determine effectiveness, such as artifacts collected throughout the year like parent emails, phone call logs, administrative walkthrough data, student communications, etc.

# Southgate Teacher Evaluation Flowchart



Created March 3, 2011

# Teacher-Librarian Evaluation Components

Yearly Teacher-Librarian evaluation will include the following:

- At least two meetings between an administrator and Teacher-Librarian, referred to in this document as the *Initial Meeting* and the *Evaluation Meeting*.
- A Teacher-Librarian self-evaluation using the *Southgate Standards for Effective Teaching Rubric*.
- Non-tenured, IDP, and 3<sup>rd</sup> Year Rotation Tenured Teacher-Librarians will follow Plan I of the flowchart.
- An administrator's completion of the Teacher-Librarian evaluation using the *Southgate Standards for Effective Teaching Rubric*.
- Achievement Goal(s) related to the School Improvement Plan, (*see examples below*) and Best Practice Professional Growth Goal(s), (*see examples below*).

## Goals

Achievement – Goal(s) that reflect building initiatives, which result in the continuous improvement of student learning as articulated in the School Improvement Plan.

*Examples may include, but are not limited to:*

1. Elementary
  - a. GRL (Guided Reading Level)
  - b. Writing Rubric Scores
  - c. Summative Assessments
    - i. Universal screening
    - ii. Math benchmark
  - d. MEAP data – Grades 3-5
2. Middle School
  - a. IOWA data
  - b. District common assessments
  - c. Chapter pre and post tests
  - d. MEAP data
3. High School
  - a. Pre and post tests
  - b. ACT results
  - c. MME data
  - d. IOWA data (Math and ELA)

Best Practice Professional Growth – Goal(s) that articulate a willingness to enhance skills typically demonstrated by master Teacher-Librarians.

*Examples may include, but are not limited to:*

1. Learn and use Powerschool Studio to inform instructional practice.
2. Learn and use differentiated instruction in classes.
3. Utilize technology to enhance instructional delivery.
4. Integrate cross-curricular initiatives.

*The goals must be directly linked to the Southgate Standards for Effective Teaching Rubric as published in this handbook and agreed upon by both administrator and Teacher-Librarian.*



### **Activities/Methods**

Methods/Strategies to reach goals may include, but not limited to, the following:

- Action research
- Peer-coaching
- Video taping
- Self-assessment
- Mentoring
- College courses
- Simulations
- Workshops
- Visitation days
- Conferences
- Classroom observations
- Teacher-Librarian academies
- Development of teaching materials/instructional units/discussion groups
- Other

### **Indicators of Progress**

- Student work portfolios
- Professional portfolios
- Videotapes of classes
- Peer observation
- Administrator observation
- Parent responses
- Written curriculum
- Student responses
- Performance assessment
- Reflective journal entries
- Case Study analysis
- Benchmarks
- Anecdotal records
- Statistical measures
- Other

*The collected materials are the property of Teacher-Librarians.*

### **Resources**

Resources will be formally approved as part of the Teacher-Librarian's Professional Growth Plan and may include, but not limited to:

- Classroom materials
- Student materials
- Journals
- Workshops
- Resources
- Books
- Collegial time
- Appropriate technology
- Mentoring
- Collegial support
- Release time
- Administrative support
- Other

### **Revisions**

In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.





# Teacher-Librarian Evaluation Goal Outline Form

*(Completed by Teacher-Librarians who work on an individual plan or work collaboratively as part of a team.)*

Teacher-Librarian(s)	School	Grade/Dept./Team

Initial Meeting Date: \_\_\_\_\_ Evaluation Meeting Date: \_\_\_\_\_

Standards for Effective Teaching Addressed in this plan (Check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> I. Instructional Partner and Information Specialist | <input type="checkbox"/> IV. Professional Responsibilities |
| <input type="checkbox"/> II. The Library Environment                         | <input type="checkbox"/> V. Student Achievement Growth     |
| <input type="checkbox"/> III. Library Administrator                          |  |

Achievement Goal(s): \_\_\_\_\_

Best Practice Professional Growth Goals (s): \_\_\_\_\_





Indicators of progress to be collected:

Resources needed for plan activities:

See Attachments:

Teacher-Librarian(s) Signature and Date:

\_\_\_\_\_

Administrator Signature and Date:

\_\_\_\_\_



# Teacher Evaluation Goal Outline Sample Form

(Completed by Teachers who work on an individual plan or work collaboratively as part of a team.)

Teacher(s)	School	Grade/Dept./Team
Jones	Maple	1 <sup>st</sup>
Smith	Maple	1 <sup>st</sup>
Adams	Maples	1 <sup>st</sup>

Initial Meeting Date: \_\_\_\_\_ Evaluation Meeting Date: \_\_\_\_\_

Standards for Effective Teaching Addressed in this plan (Check all that apply)

- I. Classroom Environment
- II. Preparation and Planning
- III. Delivery of Instruction
- IV. Professional Responsibilities
- V. Student Achievement Growth

Achievement Goal(s): 2 examples

Goal: By June 2011, the percentage of students in my class who are proficient on the district writing assessment (4 or higher) will increase from (make it reflective of State AYP Target) 50% to 69% as measured by the 6+1 traits rubric.

Goal: By June 2011, the gap between the percentage of ELL students and Non-ELL students reaching proficient score on the MEAP test will decrease by 6 percentage points (from the current 22) while both groups will increase their overall performance.

Best Practice Professional Growth Goals (s): 2 examples

Goal: I will improve my skills in teaching the writing process, with particular attention to modeling lessons and conferencing with students. By the end of the year, I will model three writing genres with my grade level team and coach, and will develop writing binders for my students which include revised samples of all three genres and writers' tools. I will also develop a teacher resource binder.

Goal: I will increase differentiation in Reading through the use of Maples School Literacy Intervention Plan, MSLIP by conducting guided reading groups daily. I will develop lessons, share them with my grade level team and participate in the MSLIP meetings.



Indicators of progress to be collected:

- I will maintain lesson plans in a binder for all my reading groups.
- I will maintain meeting handouts and notes in my MSLIP binder.
- I will file running records in the progress monitoring bin.
- I will volunteer to be videotaped teaching a lesson for instructional dialogue
- I will visit my team members to observe lessons
- Parent responses/samples
- Student responses
- Conference notes
- Etc.

Resources needed for plan activities:

- Binder
- Tabs
- Lesson plan templates
- Writers tools templates
- Leveled books
- Student materials
- Collegial time
- Steering committee support
- Administrative support
- Release time
- Supplementary materials
- Steering committee modeled lessons

See Attachments:

Teacher-Librarian(s) Signature and Date:

\_\_\_\_\_

Administrator Signature and Date:

\_\_\_\_\_



# Formal Observation Email Template

This form to be completed by the Teacher-Librarian and emailed to the Administrator at least 2 days prior to observation.

*The goal of observations is to assist the Teacher-Librarian in improving the teaching, which in turn will improve student achievement. Observations are designed to help Teacher-Librarians be more reflective of their teaching strategies in order to provide the best instruction for students.*

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Grade/Course: \_\_\_\_\_ Content Area: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Time: \_\_\_\_\_

Lesson Overview & Focus: (Please include any assessments and/or accommodations that might be observed, if applicable)

What to watch for in my Teacher-Librarian practices: (area of improvement the Teacher-Librarian would like the observer to focus on)

Meets Personal Professional Development Goals  
(Check box if applicable)  
List goal(s):

Meets School Goals (check box if applicable)  
List goal(s):



Observation Form: \_\_\_\_\_  
(School name)

Teacher-Librarian: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject/Lesson: \_\_\_\_\_

### Observation Form (continued)

Teacher-Librarian: \_\_\_\_\_ Date: \_\_\_\_\_

What are students doing?	What do the students demonstrate? (receiving, applying, practicing)
How is the Teacher-Librarian interacting with the students?	What accommodations are made for different learners?
Positive Teacher-Librarian Behaviors	Recommendations/Reflections



# Yearly Teacher-Librarian Evaluation Form

*(Completed by Teacher-Librarian and administrator and discussed at the final meeting)*

*Teacher-Librarian: Complete Page 1*

Teacher-Librarian(s) \_\_\_\_\_ School \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Initial Meeting Date \_\_\_\_\_ Evaluation Meeting Date \_\_\_\_\_

Achievement Goal(s) Data: \_\_\_\_\_

Best Practice Professional Growth Goal(s) Indicators of Progress:

Other Indicators of Progress: \_\_\_\_\_



Teacher-Librarian's comments : \_\_\_\_\_

Administrator's comments: \_\_\_\_\_

**Administrator's Yearly Evaluation Determination:**

- Ineffective
- Minimally Effective
- Effective
- Highly Effective

\_\_\_\_\_  
Teacher-Librarian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

cc: Personnel File





# **Southgate Standards for Effective Teaching for Teacher-Librarians**

Domain I

**Instructional Partner and Information Specialist**

Domain II

**The Library Environment**

Domain III

**Library Administrator**

Domain IV

**Professional Responsibilities**

Domain V

**Student Achievement Growth**

<b>DOMAIN 1: INSTRUCTIONAL PARTNER AND INFORMATION SPECIALIST</b>				
<b>Component 1a: Collaboration and Planning</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Incorporating information literacy Skills into the curriculum</b>	Teacher-Librarian does not attempt to incorporate information literacy into the curriculum.	Teacher-Librarian occasionally includes information literacy in the curriculum.	Teacher-Librarian regularly includes information literacy in the curriculum.	Teacher-Librarian consistently includes information literacy in the curriculum, addressing a variety of learning styles and formats.
<b>Planning process</b>	Teacher-Librarian does not plan with classroom teachers.	Teacher-Librarian intermittently plans instructional activities with classroom teachers.	Teacher-Librarian regularly interacts with classroom teachers to plan instructional activities.	Teacher-Librarian initiates collaboration with classroom teachers to plan instructional activities. Teacher-Librarian provides a wide range of ideas that support teachers in providing effective instructional units.
<b>Identifying resources for collaborative process</b>	Teacher-Librarian does not identify resources appropriate to a variety of student learning styles.	Teacher-Librarian identifies a limited range of resources appropriate to a variety of student learning styles.	Teacher-Librarian selects appropriate resources that address a variety of learning styles and multiple formats.	Teacher-Librarian addresses varied learning styles. Resources exhibit depth and richness in selection and go beyond school resources when appropriate.
<b>Planning and creating lessons and learning activities</b>	Teacher-Librarian lessons and learning activities are not suitable to students or instructional goals. They do not have clearly defined structure, do not reflect recent professional research, and time allocations are unrealistic.	Teacher-Librarian only some of the lessons and learning activities are suitable to students or instructional goals. They have a recognizable structure and time allocations are generally reasonable. Only some of the lessons and learning activities reflect recent professional research.	Teacher-Librarian most of the lessons and learning activities are suitable to students and instructional goals. They have a clearly defined structure and time allocations are reasonable and well defined. Most of the lessons and learning activities reflect recent professional research.	Teacher-Librarian lessons and learning activities are highly relevant to students and instructional goals. They have a clear structure and allow for different pathways according to student needs. Time allocations are reasonable and well defined. Lessons and learning activities reflect recent professional research.

<b>DOMAIN 1: INSTRUCTIONAL PARTNER AND INFORMATION SPECIALIST</b>				
<b>Component 1b: Instruction</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Communicating directions and procedures to students</b>	Teacher-Librarian's directions and procedures are confusing, unclear, or use inappropriate language. Spoken language is inaudible, or written language is illegible. Grammar or syntax errors may occur.	Teacher-Librarian's directions and procedures need occasional clarification or contain an inappropriate level of detail. Vocabulary is correct but limited.	Teacher-Librarian's directions and procedures are clear to students and contain an appropriate level of detail. Vocabulary is appropriate to the students' age and interests.	Teacher-Librarian's directions and procedures are clear to students and anticipate possible student misunderstanding. Well-chosen vocabulary enriches the lesson.
<b>Knowledge of library skills content and related pedagogy</b>	Teacher-Librarian makes content errors and displays little understanding of pedagogical issues.	Teacher-Librarian displays some knowledge of content and pedagogical practices, but does not anticipate student misconceptions.	Teacher-Librarian displays solid knowledge of content and pedagogical practices that reflect current research. He/she anticipates student misconceptions.	Teacher-Librarian displays extensive knowledge of content and pedagogical practices and continues to pursue such knowledge. He/she plans to avoid or dispel student misconceptions.
<b>Representation of content</b>	Teacher-Librarian representation of content is inappropriate and unclear or uses poor examples and analogies.	Teacher-Librarian representation of content is inconsistent in quality; some is done skillfully with good examples while other portions are difficult to follow.	Teacher-Librarian representation of content is appropriate and links well with students' knowledge and experience.	Teacher-Librarian representation of content is appropriate and links well with students' knowledge and experience. Students continue to representation of content.
<b>Question and discussion techniques</b>	Teacher-Librarian's questions are virtually all of poor quality. Interaction between teacher and students is predominantly recitation style or is virtually nonexistent.	Teacher-Librarian's questions are a combination of low and high quality. Only some invite a thoughtful response. Discussion may be somewhat disorganized.	Most of the Teacher-Librarian's questions are of high quality. Adequate time is provided for students to respond, with the Teacher-Librarian stepping aside when appropriate.	Teacher-Librarian's questions are of uniformly high quality, with adequate time for students to respond. Students formulate questions and assume some responsibility for the success of the discussion.

<b>Reflection</b>	Teacher-Librarian does not recognize whether a lesson is effective or has achieved its goals; may profoundly misjudge the success of a lesson.	Teacher-Librarian has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher-Librarian accurately assesses a lesson's effectiveness and the extent to which instructional goals have been met and can cite general references to support that judgment.	Teacher-Librarian makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which instructional goals have been met, citing specific examples from the lesson.
<b>Lesson adjustment</b>	Teacher-Librarian has no suggestions about how a lesson may be improved.	Teacher-Librarian makes general suggestions about how a lesson may be improved in the future.	Teacher-Librarian makes several specific suggestions about what he/she might try when the lesson is to be repeated.	Drawing on an extensive repertoire of skills, the Teacher-Librarian offers specific alternative actions, complete with probable successes of different approaches.

<b>DOMAIN 1: INSTRUCTIONAL PARTNER AND INFORMATION SPECIALIST</b>				
<b>Component 1c: Assistance to Teachers</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Promoting information resources</b>	Teacher-Librarian does not suggest appropriate resources and research formats to meet instructional objectives.	Teacher-Librarian suggests a limited range of appropriate resources and research formats to meet instructional objectives.	Teacher-Librarian encourages the use of a broad range of appropriate resources and research formats to meet instructional objectives.	Teacher-Librarian promotes the use of a broad range of appropriate resources and research formats to meet instructional objectives.
<b>Facilitating the use of technology for research and reading</b>	Teacher-Librarian does not evaluate, select, or manage technologies or instruct teachers on their use.	Teacher-Librarian sometimes evaluates, selects, and manages technologies and instructs teachers on their use.	Teacher-Librarian evaluates, selects, and manages technologies and instructs teachers on their use.	Teacher-Librarian demonstrates knowledge of a full range of technologies and works with teachers to implement their use.

<b>DOMAIN 1: INSTRUCTIONAL PARTNER AND INFORMATION SPECIALIST</b>				
<b>Component 1d: Programming</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Library-related programs</b>	Teacher-Librarian does not participate in programs to encourage reading and information literacy.	Teacher-Librarian participates in programs to encourage reading and information literacy when asked to do so.	Teacher-Librarian actively cooperates with teachers and staff to plan and develop programs to encourage and promote reading and information literacy.	Teacher-Librarian is an enthusiastic leader who regularly plans and initiates programs to encourage and promote reading and information literacy and who seeks new methods of engaging students.
<b>Promoting new resources</b>	Teacher-Librarian does not inform students or staff of new materials, equipment, and research materials in which users have special interests.	Teacher-Librarian sometimes informs students and staff of new materials, equipment, and research materials in which users have special interests.	Teacher-Librarian consistently informs student and staff of new materials, equipment, and research materials in which users have special interests.	Teacher-Librarian informs student and staff of all new resources of interest to users. He/she is proactive in seeking opportunities to promote the use of the new resources.

<b>DOMAIN 2: THE LIBRARY ENVIRONMENT</b>				
<b>Component 2a: Student Learning Environment</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Creating an environment of respect and rapport</b>	Teacher-Librarian's interactions with students are negative or inappropriate. He/she is unaware of student behavior, does not respond to misbehavior, or is inconsistent or overly repressive.	Teacher-Librarian's interactions are generally appropriate and show respect for students' dignity and individuality. He/she is generally aware of student behavior but may be inconsistent in responding to it.	Teacher-Librarian demonstrates encouragement and respect for students as individuals. He/she is alert to student behavior and responds appropriately and consistently.	Teacher-Librarian's interactions with students are encouraging and demonstrate caring and respect for the individual. Behavior monitoring is subtle and preventative. Students demonstrate awareness of appropriate behavior.
<b>Maintaining a culture of learning and achievement</b>	Teacher-Librarian conveys a negative attitude towards the content objectives. Instructional goals and activities, interactions, and the learning environment convey inconsistent expectations for student achievement.	Teacher-Librarian communicates the importance of content objectives but with little enthusiasm. Instructional goals and activities, interactions, and the learning environment convey only modest expectations for student achievement.	Teacher-Librarian conveys enthusiasm for content objectives. Instructional goals and activities, interactions, and the learning environment convey high expectations for student achievement.	Teacher-Librarian demonstrates an understanding of and enthusiasm for the content objectives. He/she establishes and maintains high expectations for the learning of all students through learning activities, interactions, and the learning environment.

<b>DOMAIN 2: THE LIBRARY ENVIRONMENT</b>				
<b>Component 2b: Assistance to students</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Guiding students in information literacy and social responsibility</b>	Teacher-Librarian does not provide assistance to students in accessing, evaluating, and using information or in recognizing the impact of information on a democratic society and practicing ethical behavior in using that information.	Teacher-Librarian provides limited assistance to students in accessing, evaluating, and using information, recognizing the impact of information on a democratic society, and practicing ethical behavior in using that information.	Teacher-Librarian regularly provides assistance to students in accessing, evaluating, and using information, recognizing the impact of information on a democratic society, and practicing ethical behavior in using that information.	Teacher-Librarian assures that students are able to access, evaluate, and use information, recognize the impact of information on a democratic society, and practice ethical behavior in using that information.
<b>Supporting independent learning</b>	Teacher-Librarian does not provide assistance to students in pursuing information related to personal interests or choosing books for independent reading.	Teacher-Librarian provides limited assistance to students in pursuing information related to personal interests or choosing books for independent reading.	Teacher-Librarian assists students in pursuing information related to personal interests, appreciating literature, and striving for excellence in information seeking.	Teacher-Librarian helps students to pursue information related to a broad range of personal interests, appreciate literature, and strive for excellence in information seeking.

<b>DOMAIN 3: LIBRARY ADMINISTRATOR</b>				
<b>Component 3a: Management</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Responsibility for facility</b>	Teacher-Librarian does no schedule library use. Library is either underused or chaotic.	Teacher-Librarian does limited scheduling, or scheduling is poorly planned and library space is not efficiently used.	Teacher-Librarian is flexible in scheduling. Teacher-Librarian encourages use and tries to be aware of future library use needs and to plan accordingly.	Teacher-Librarian efficiently schedules the use of the library during school operating hours, encouraging and maximizing the use of the area.
<b>Responsibility for budget</b>	Teacher-Librarian does not keep accurate or comprehensive records; does not plan ahead to use budget wisely.	Teacher-Librarian administers the allotted budget with limited knowledge of budget keeping practices.	Teacher-Librarian administers the allotted budget with awareness of good recordkeeping practices and plans ahead to allocate funding where it is needed. He/she keeps clear and accurate records of money spent and collected.	Teacher-Librarian plans and develops a budget in order to request funds where necessary, including collection development needs and technology requirements. Teacher-Librarian provides documentation to support library enhancement.

<b>Selecting and processing materials and equipment</b>	Teacher-Librarian does not select appropriate materials and equipment to support the curriculum or student interests.	Teacher-Librarian sometimes selects materials and equipment to support the curriculum and student interests.	Teacher-Librarian selects materials and equipment that support the curriculum and promote the school's educational philosophy, as well as appeal to student interests.	Teacher-Librarian selects materials and equipment that support and enrich the curriculum in breadth and depth and have a high degree of appeal to students.
<b>Responsibility for collection maintenance</b>	Teacher-Librarian does not responsibly maintain the collection. Books may not be repaired, weeded, or kept in good order.	Teacher-Librarian has some knowledge of collection assessment. He/she has limited awareness of items in need of repair or weeding.	Teacher-Librarian assesses collection to determine frequency of use of materials; weeds and repairs materials as necessary. Uses assessment to set priorities for future purchases.	Teacher-Librarian assesses collection regularly to maximize the use of the materials. He/she weeds outdated materials, keeps books in order, repairs materials as necessary, and considers needs for future purchases.
<b>Policy creation and implementation</b>	Teacher-Librarian does not have any consistent policies in place. He/she may be unaware of district policies or may not follow guidelines.	Teacher-Librarian has limited local policies in place, although they may not be consistent. District policies are generally followed. Communication of policies with students and staff is minimal.	Teacher-Librarian creates and implements consistent library policies that enhance library use. Students and staff are aware of these policies.	Teacher-Librarian creates and implements library policies that positively impact library use and daily operation, follow district policies, and are communicated regularly to students and staff.
<b>Decision-making</b>	Teacher-Librarian is not involved in decisions that impact the library.	Teacher-Librarian has limited involvement in the decision-making process and often makes choices that have a negative impact on library use.	Teacher-Librarian makes independent decisions that positively impact the library use and environment.	Teacher-Librarian's decisions are proactive in promoting the library and regularly have a positive impact on library use and environment.

<b>DOMAIN 3: LIBRARY ADMINISTRATOR</b>				
<b>Component 3b: Record Maintenance</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Accuracy</b>	Teacher-Librarian's system for storing and maintaining information related to library administration is in disarray.	Teacher-Librarian's system for storing and maintaining information related to library administration is rudimentary and only partially effective.	Teacher-Librarian's system for storing and maintaining information related to library administration is reasonably organized and effective.	Teacher-Librarian's system for storing and maintaining information related to library administration is organized, searchable, and fully effective.



<b>Comprehensive recordkeeping</b>	Teacher-Librarian's records are in disarray resulting in errors and confusion.	Teacher-Librarian's records are adequate, but they require discussion to be understood.	Teacher-Librarian's system for maintaining and reporting information is both comprehensive and fully comprehensible resulting in effective interpretation.	Teacher-Librarian's system for maintaining and reporting information is highly effective resulting in a solid foundation for decision-making.
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<b>DOMAIN 3: LIBRARY ADMINISTRATOR</b>				
<b>Component 3c: Supervision of Support Staff</b>				
ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Supervising and delegating responsibility</b>	Teacher-Librarian is unaware of staff performance and the degree to which staff complete the assigned jobs.	Teacher-Librarian has limited awareness of staff performance and has difficulty delegating tasks.	Teacher-Librarian makes good use of assistants. He/she delegates tasks to staff and supervises staff to assure that tasks are completed accurately.	Teacher-Librarian maximizes the use of staff. He/she recognizes assistants' areas of strength and works to create a positive working environment.

<b>DOMAIN 3: LIBRARY ADMINISTRATOR</b>				
<b>Component 3d: Knowledge of Library Technical Skills</b>				
ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Cataloging and processing</b>	Teacher-Librarian has little knowledge of cataloging standards and processing. He/she is unfamiliar with new technology used for cataloging.	Teacher-Librarian has limited knowledge of cataloging and MARC standards. Materials are processed inefficiently or are not processed in a timely manner.	Teacher-Librarian has a working knowledge of cataloging standards and MARC records. Materials are processed accurately in ways that create ease in recordkeeping and material management.	Teacher-Librarian has a mastery of cataloging standards and MARC records. Teacher-Librarian has superior use of current cataloging technology. Materials are efficiently cataloged and processed to maximize search ability.
<b>Library automation system</b>	Teacher-Librarian has little knowledge of automation software. He/she is not able to perform basic tasks.	Teacher-Librarian has limited knowledge of automation software and can perform tasks at basic levels.	Teacher-Librarian has a working knowledge of automation software and can perform tasks at higher levels as required.	Teacher-Librarian has a wide knowledge of automation software and can perform high-level functions with ease. He/she is able to share knowledge with others formally or informally through e-mail, school mail, library meetings, or in-service training.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4a: Participating in a Professional Community</b>				
ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Relationships with colleagues</b>	Teacher-Librarian's relationship with colleagues is disrespectful.	Teacher-Librarian maintains relationships with colleagues only to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher-Librarian takes initiative in assuming leadership among the faculty.
<b>Involvement in a culture of professional development</b>	Teacher-Librarian avoids participation in professional development, resisting opportunities to become involved.	Teacher-Librarian becomes involved in the school's culture of professional development when invited to do so.	Teacher-Librarian actively participates in a culture of professional development.	Teacher-Librarian takes a leadership role in promoting a culture of professional development.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4b: Growing and Developing Professionally</b>				
ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>Enhancement of content knowledge and best practices</b>	Teacher-Librarian does not engage in professional development activities to enhance knowledge or skill.	Teacher-Librarian participates in professional activities to a limited extent when they are convenient.	Teacher-Librarian seeks out opportunities for professional development to enhance content knowledge and best practices.	Teacher-Librarian seeks out opportunities for professional development and makes a systematic effort to share research on best practices with colleagues.
<b>Receptivity to feedback</b>	Teacher-Librarian resists feedback on performance from either supervisors or colleagues.	Teacher-Librarian accepts, with <b>some</b> reluctance, feedback on performance from either supervisors or colleagues.	Teacher-Librarian welcomes feedback when opportunities arise through professional collaboration.	Teacher-Librarian seeks out feedback when opportunities arise through professional collaboration.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4c: Showing Professionalism</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Integrity and ethical conduct</b>	Teacher-Librarian displays dishonesty in interactions with colleagues, students, and the public.	Teacher-Librarian is honest in interactions with colleagues, students, and the public.	Teacher-Librarian displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher-Librarian can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
<b>Compliance with school and district regulations</b>	Teacher-Librarian does not comply with school and district regulations.	Teacher-Librarian complies minimally with school and district regulations, doing just enough to get by.	Teacher-Librarian complies fully with school and district regulations.	Teacher-Librarian complies fully with school and district regulations, taking a leadership role with colleagues.

<b>DOMAIN 5: STUDENT ACHIEVEMENT AND GROWTH</b>				
<b>Component 5a Assessment</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Use and interpretation of assessment</b>	Assessment is not used to evaluate student progress. Assessment does not guide instruction.	Teacher-Librarian sometimes uses assessment to evaluate student progress or when directed to do so.	Performance and product assessment are used to plan for groups and individuals and to evaluate student progress. Teacher-Librarian uses assessment data to guide instruction.	Teacher-Librarian uses a variety of formal and informal assessments to document student progress. Teacher-Librarian actively contributes to building and/or district efforts to analyze results and use information to improve student achievement.
<b>Communication of assessment</b>	No assessment standards of performance or feedback are communicated to students.	Assessment standards of performance and/or feedback are sometimes communicated to students.	Assessment criteria and standards are clearly communicated and feedback is given to students in a timely manner and in a variety of ways.	Assessment criteria and standards are clearly communicated and feedback is given to students in a timely manner and in a variety of ways, including engaging students in self-assessment activities to monitor personal progress.

<b>DOMAIN 5: STUDENT ACHIEVEMENT AND GROWTH</b>				
<b>Component 5b: Assessment Results</b>				
<b>ELEMENT</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>Indication of student achievement</b>	Teacher-Librarian uses assessments that are ineffective in measuring student growth	Teacher-Librarian uses a variety of assessments to indicate student achievement and progress over time. However, Teacher-Librarian does not use data to plan instruction.	Teacher-Librarian uses a variety of assessments to indicate student achievement and progress over time.	Teacher-Librarian uses a variety of assessments to indicate student achievement and progress over time and provides students with skills for self-assessment.

## Frequently Asked Questions

1. **Clarify “student growth?”** The Teacher-Librarian evaluation process is required to measure student learning. In recognition that students come to us with varying achievement levels it is important that we attribute the learning that occurred when the student was taught by a given Teacher-Librarian.
2. **Clarify the statement, “Improve while they are with us…”** Refer to the answer to #1. Measures of improvement are to be defined together by the Teacher-Librarian and administrator.
3. **The PowerPoint presentation stated, “National, State and Local Assessments” for data in the evaluation. Some Teacher-Librarians do not trust that we will be evaluated on the MEAP.** Through conversation with your administrator, agree on what measures you feel are appropriate and include those in your evaluation. It can be MEAP, but can also be a host of other things that were mentioned in the presentation that may be more appropriate, depending on your subject area and grade that you teach.
4. **Some Teacher-Librarians asked if the self-evaluation will be their own property. Is that true?** Yes, but it is highly encouraged to have a conversation between administrator and Teacher-Librarian regarding the self evaluation as it could be the basis for very meaningful dialog.
5. **What recourse do Teacher-Librarians have if they feel administrators are not following the true intent of the evaluation process?** As is true in any situation where you feel something is unfair, you may involve your union representative. Additionally, you may contact a member of the Teacher-Librarian Evaluation Committee and they can bring the concern to our group. One example was: What if an administrator has walk through data or parent emails that were never brought to the Teacher-Librarian’s attention? Should Teacher-Librarians expect fair warning if there are concerns? Yes – it is the expectation that administrators will respond in a timely fashion, giving Teacher-Librarians the opportunity to address concerns that have been brought to administration’s attention.
6. **Can Teacher-Librarians provide email testimonials/opinions for administrator’s evaluations?** We are encouraging each administrator to survey their staff relative to this question so they can get constructive feedback. But, it is the Superintendent’s responsibility to complete a yearly evaluation on building administrators.
7. **How much weight will be given to emails, phone calls, side conversations, and opinions?** We can’t quantify this in the same way we can’t define what the legislature meant when they referred to the amount of data as a “*significant*” factor in evaluation. These items would not stand alone and would be supporting information in the evaluation process.
8. **How does this relate to merit pay?** We have not addressed this issue yet.

9. **How will elective area Teacher-Librarians be evaluated?** You select the goals, upon agreement with your principal, by which you want to be evaluated. Obviously a performance or project based class has particular assessments specific to the discipline. This process is an opportunity for these Teacher-Librarians to identify the criteria that accurately demonstrates student growth.
10. **How will ancillary staff be evaluated?** Some elements of the Standards for Effective Teaching apply to people who aren't necessarily classroom Teacher-Librarians. It is important to note that these employees, like classroom Teacher-Librarians, will need to submit goals to their administrator. It is through conversation that a determination should be reached as to how an individual will be evaluated. Documents can be adjusted to reflect their position.
11. **Would it be wise for Teacher-Librarians to begin collecting data now to prepare for this process?** Yes, Teacher-Librarians should consider potential goals and the data that they might use to demonstrate achievement of their goals now.
12. **Could I use a pre-test and a final exam to demonstrate improvement?** Yes, this could be one piece of data.
13. **Can working toward a Master's Degree count as a professional growth goal?** No, but it can be a third goal.
14. **Is there paperwork that goes in the personnel file?** Yes, the Yearly Evaluation Form.
15. **How will data be used in classes that have a co-Teacher-Librarian?** Remember you selected the achievement data that you feel would be appropriate to measure the learning of students you are responsible for teaching.
16. **The Teacher-Librarian initiates the goals and administrator agrees or disagrees?** Yes
17. **Will tenured staff still be formally observed?** Yes, current tenure law still required that tenured Teacher-Librarians "*be provided with a performance evaluation at least once of every three years. The performance evaluation must be based on a minimum of two classroom observations.*" Therefore, administrators will be responsible for formally observing 1/3 of their tenured staff each year as has always been true. We are now required to evaluate all Teacher-Librarians each year. However, there is no formal observation requirement. (See Southgate Teacher-Librarian Evaluation Flow Chart.)