



SCHOOL DISTRICT of UNIVERSITY CITY

Performance-Based Librarian Media Specialist Evaluation

Philosophy, Process,
Criteria and Descriptors

2003-2004
Reprinted August 2010

Joylynn Wilson Pruitt, *Superintendent of Schools*

Dr. Darryl O. Cobb, *Assistant Superintendent for Human Resources*

Statutory Authority for Performance-Based Evaluation

Following is the text of the statute that requires Missouri school districts to implement a performance-based Librarian Media Specialist (LMS) evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to “provide suggested procedures for such an evaluation.” The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

Section 168.128. Librarian Media Specialist records, how maintained-evaluations, how performed and maintained.-The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.120 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each Librarian Media Specialist employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the Librarian Media Specialists’ personnel file at the office of the board of education. A copy of each evaluation shall be provided to the Librarian Media Specialist and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.

(L. 1969 p.275□168.114, A.L. 1983 H.B. 38 & 783)

Philosophy

A performance-based Librarian Media Specialist evaluation system is critical to improving teaching, thus enhancing student knowledge and performance. Performance-based Librarian Media Specialist evaluation is intended to assist administrators and Librarian Media Specialists in creating a learning environment in which students acquire and apply knowledge and skills.

A performance-based Librarian Media Specialist evaluation system supplies expectations and feedback regarding effective practices based on research, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals, and supports a learning community in which people are encouraged to improve and share insights in the profession. Librarian Media Specialist evaluation also serves organizational decision-making related to development, tenure, and employment.

Development and evaluation will differ among Librarian Media Specialists. Within the parameters of the building/district goals and individual development, Librarian Media Specialists meeting or exceeding district expectation will work in conjunction with their principal and will be given more choice and responsibility in developing their PDPs. Successful implementation of performance-based evaluation requires a commitment of both Librarian Media Specialist and administrator/supervisor.

Guiding Principles

The following principles guide the developmental growth of LMSs in a collaborative process of reflection.

- The Performance Based LMS Evaluation model includes processes that address professional development and LMS evaluation. Professional development supports the LMS in improving performance on an ongoing basis while the LMS evaluation serves organizational decision making.
- Proficient or distinguished is the performance standard expected of all LMSs. Those who are working below the proficient level of performance on any criteria/descriptor as determined by his/her administrator/supervisor should give immediate attention to improving performance to the proficient level.
- Adequate time and opportunity will be provided for LMSs to grow professionally through mentoring, peer coaching, working on professional teams, and other self directed activities.
- Evaluation criteria/descriptors address both students and LMSs. These criteria/descriptors have been established to reflect the professional standards, current research, student performance, and assessment. The central focus in developing an evaluation system is to promote student success.
- The process of LMS evaluation and professional growth allows for reflection, collaboration, and professional contributions to the learning community.
- A strong mentoring program, with proper funding and training, will provide the necessary support and feedback for first and second year LMSs and LMSs new to the school community.
- Evaluators will be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and facilitating LMS professional development.
- The system will provide for a connection among the evaluation criteria/descriptors, student performance, professional development, school building goals, and the district's strategic plan.
- Sufficient orientation will be provided to train LMSs in the district's evaluation and professional growth process. Building level meetings will be held to properly train LMSs in the evaluation model.
- All LMSs will develop and maintain a professional document file that documents identifies evaluation criteria/descriptors.
- All LMSs will have a Professional Development Plan (PDP). The Professional Development Plan will vary based on the proficiency of the LMS as determined by the administrator/supervisor.
- As LMSs develop their PDPs, close attention should be paid to the requirements for PCI, PCII, and CPC state certification.
- The University City Professional Development Committee will serve as a resource to provide LMSs with professional opportunities related to their individual PDP.
- LMSs working on the Professional Development Options Plan should limit the scope to one or two so as not to focus on too many performance areas at once.

Evaluation Timeline

Year	Non-Tenured					Tenured			
	1	2	3	4	5	1	2	3	4
Formal Evaluation	Yes	Yes	Yes	Yes	Yes	*	*	*	Yes
Scheduled Observation	1	1	1	1	1	-	-	-	1
Non-Scheduled Observation	2	2	1	1	1	-	-	-	1
Drop-In Observation	REGULAR					REGULAR			
PDP: D-Development I-Improvement, E-Enrichment	Yes (DI)	Yes (DI)	Yes (DEI)	Yes (DEI)	Yes (DEI)	Yes (EI)**	Yes (EI)**	Yes (EI)**	align with document file
Document File Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes <i>Should be collected each year</i>
Administrator & Librarian Media Specialist Meet	Administrator meets to discuss management of document file and PDP as it relates to performance, school improvement, and CSIP plan early in the school year.								
Administrator Observes Classroom	Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.								
Data Collection	Librarian Media Specialist and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					Librarian Media Specialist implements PDP early in the school year; data for evaluation purposes must be available by dates established by administrator.			
Summative Evaluation	Administrator holds conference to review data collected and completes summative evaluation by March 1.					Administrator holds conference to review PDP or, if on summative cycle, all data will be collected and completed. Summative evaluation must be completed by March 1.			

- * KEY: Development = Librarian Media Specialist and administrator work collaboratively to create a PDP.
Improvement = The PIP provides focus of progress toward proficiency related to the performance criteria/descriptors that are deficient
Enrichment = PDP focuses on areas related by each individual Librarian Media Specialist using the PDP.

** Indicates observation, only if needed, as determined by administrator/supervisor. Tenured Librarian Media Specialists not meeting all performance criteria/descriptors at the proficient level will be placed on an annual cycle and cannot participate in the Professional Development Plan Options.

Drop-in observations by the administrator/supervisor are encouraged on a regular basis. A drop-in observation does not necessarily require formal written documentation. However, the administrator/supervisor may choose to document specific behaviors or events. If documentation is recorded, information must be shared with the Librarian Media Specialist.

First and Second Year Librarian Media Specialists in District

The Librarian Media Specialist Will:

Collect and share data related to performance criteria/descriptors

Develop a Document File

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet

Conduct a self-assessment on the Self Evaluation Form.

The Administrator Will:

Conduct at least three formal observations annually:

- One scheduled with pre- and post-observation conference (complete the appropriate descriptors of the Formative Observation Record)
- Two unscheduled with post-observation conferences (complete the appropriate descriptors of the Formative Observation Record)

Collect data related to performance criteria/descriptors:

- as requested of Librarian Media Specialist
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Summative Evaluation Report by March 1.

The Librarian Media Specialist and Administrator Will:

Work with Librarian Media Specialist, mentor, and administrator/supervisor.

Develop PDP(s) that relate to criteria/descriptors, content, goals, school improvement and Comprehensive School Improvement Plan (CSIP).

Hold annual Professional Development conference(s) with administrator to develop or review PDP(s) and discuss portfolio. When appropriate, develop Professional Improvement Plan(s).

Observation may be increased at the request of the Librarian Media Specialist or as determined by the administrator.

First and Second Year Librarian Media Specialists

During the annual development/evaluation cycle, the 1st and 2nd year librarian media specialists will:

- ◆ **Collect and share data related to performance criteria/descriptors.** Librarian Media Specialists (LMS) need to keep an on-going collection of data related to the criteria/descriptors as determined in conversations with the evaluator. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects and document files, web sites, in-service participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for Librarian Media Specialist performance. Refer to page 15 for specific standards, criteria, and descriptors.
- ◆ **Provide data as requested by administrator.** In addition to items requested by the administrator/supervisor, the Librarian Media Specialist will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference. Librarian Media Specialists will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors. Librarian Media Specialists will conduct a self-assessment annually to be shared with the administrator and use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the annual development/evaluation cycle for 1st and 2nd year Librarian Media Specialists, the administrator will:

- ◆ **Conduct three observations.** A minimum of one scheduled and two unscheduled observations will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Unscheduled observations will include post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Formal observations may be increased as determined by the Librarian Media Specialist or the administrator.
- ◆ **Collect data related to performance criteria/descriptors.** Administrator/supervisor may request additional data from the Librarian Media Specialist related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the Librarian Media Specialist, students, parents, and the community may be used as documentation related to performance criteria/descriptors.

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the Formative Observation Record and place the form in the Librarian Media Specialist's evaluation file. All data included in the Librarian Media Specialist's evaluation file should have been discussed with the Librarian Media Specialist prior to being placed in the file. Data collected during formal observations will be documented in the Formative Observation Record. The Summative Evaluation Report is a scoring guide which formally summarizes the developmental level of performance for the Librarian Media Specialist on each of the specified descriptors. Descriptors define the expected behavior for a particular criterion.

- ◆ **Develop and discuss summative evaluation.** The administrator/supervisor will utilize collected data from the formative observations, artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator/supervisor will hold a conference with the Librarian Media Specialist to discuss the Summative Evaluation Report on or before March 1.

The 1st and 2nd year Librarian Media Specialist and administrator/supervisor will:

- ◆ **Work with a mentor team and the administrator/supervisor.** The mentor team is to be provided for first and second year Librarian Media Specialists. The mentor team should assist the Librarian Media Specialist in developing his/her evaluation document file and should observe and be observed by the 1st/2nd year Librarian Media Specialist. Time for planning and interacting will be provided for both the mentor and the 1st/2nd year Librarian Media Specialist. Members of the mentor team should observe the 1st/2nd year Librarian Media Specialist teaching a lesson and provide for reflective feedback. Legally, the mentor team will never take part in any formal evaluative activities of the 1st/2nd year Librarian Media Specialist.

- ◆ **Develop Professional Development Plans based on proficiency level related to criteria/descriptors, building goals, school improvement goals, and/or CSIP plan.** A 1st/2nd year Librarian Media Specialist will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle at the proficient level. If the administrator/supervisor determines the Librarian Media Specialist is not meeting performance expectation(s), a Professional Improvement Plan (PIP) will be implemented. The PIP will provide focus for progress towards proficiency related to the performance criteria/descriptors that are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

The mentor team should also assist the non-tenured Librarian Media Specialist in the remediation of deficiencies as listed in the PDP, but the mentor's involvement will not become part of the formal evaluation process.

While the Professional Improvement Plan should represent consensus between the Librarian Media Specialist and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final. The Librarian Media Specialist may request that additional observations be performed.

- ◆ **Hold annual Professional Development Conferences with the administrator/supervisor to develop or review the Professional Development Plans PDP(s) and to discuss the document file.** During the conference, a review of the performance criteria/descriptors, the Librarian Media Specialist's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

Third through Fifth Year Librarian Media Specialists in District

The Librarian Media Specialist Will:

Collect and share data related to performance criteria/descriptors

Develop a Document File

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet

Conduct a self-assessment on the Self Evaluation Form.

The Administrator Will:

Conduct at least two observations annually:

- One scheduled with pre- and post-observation conference (complete the appropriate descriptors of the Formative Observation Record)
- One unscheduled with post-observation conferences (complete the appropriate descriptors of the Formative Observation Record)

Collect data related to performance criteria/descriptors:

- as requested of Librarian Media Specialist
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Summative Evaluation Report by March 1.

The Librarian Media Specialist and Administrator Will:

Work with Librarian Media Specialist and administrator/supervisor.

Develop PDP(s) that relate to criteria/descriptors, content, goals, school improvement and Comprehensive School Improvement Plan (CSIP).

Hold annual Professional Development conference(s) with administrator to develop or review PDP(s) and discuss portfolio. When appropriate, develop Professional Improvement Plan(s).

Observation may be increased at the request of the Librarian Media Specialist or as determined by the administrator.

Third through Fifth Year Librarian Media Specialists

During the annual development/evaluation cycle, the 3rd through 5th year Librarian Media Specialist will:

- ◆ **Collect and share data related to performance criteria/descriptors.** Librarian Media Specialists need to keep on-going collection of data related to the criteria/descriptors as determined in conversation with the evaluator. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and document files, web sites, in-service participation, graduate classes, and/or samples of reflection on guidance practices, etc. Performance criteria/descriptors are district expectations for Librarian Media Specialist performance. Refer to page 15 for specific standards, criteria, and descriptors.
- ◆ **Provide data as requested by administrator.** In addition to items requested by the administrator/supervisor, the Librarian Media Specialist will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference. Librarian Media Specialists will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.

During the annual development/evaluation cycle for 3rd through 5th year Librarian Media Specialists, the administrator will:

- ◆ **Conduct two observations.** A minimum of one scheduled and one unscheduled observation will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Unscheduled observations will include post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Formal observations may be increased as determined by the Librarian Media Specialist or the administrator.
- ◆ **Collect data related to performance criteria/descriptors.** The administrator/supervisor may request additional data from the Librarian Media Specialist related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the Librarian Media Specialist, students, parents, and the community may be used as documentation related to performance criteria/descriptors.

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the Formative Observation Record and place the form in the Librarian Media Specialist's evaluation file. All data included in the Librarian Media Specialist's evaluation file should have been discussed with the Librarian Media Specialist prior to being placed in the file. Data collected during formal observations will be documented in the Formative Observation Record. The Summative Evaluation Report is a scoring guide which formally summarizes the developmental level of performance for the Librarian Media Specialist on each of the specified descriptors. Descriptors define the expected behavior for a particular criterion.

- ◆ **Develop and discuss summative evaluation.** The administrator/supervisor will utilize collected data from formative observations and reports, artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator/supervisor will hold a conference with the Librarian Media Specialist to discuss the Summative Evaluation Report on or before March 1.

The 3rd through 5th year Librarian Media Specialist and administrator will:

- ◆ **Develop Professional Development Plans based on proficiency level related to criteria/descriptors, building goals, school improvement goals, and/or strategic plan.** A 3-5 year Librarian Media Specialist will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle. If the administrator/supervisor determines the Librarian Media Specialist is not meeting performance expectation(s) at the proficiency level, a Professional Improvement Plan (PIP) will be implemented. The PIP will provide focus for progress towards proficiency related to the performance criteria/descriptors that are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

While the Professional Improvement Plan should represent consensus between the Librarian Media Specialist and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final. The Librarian Media Specialist may request that additional observations be performed.

- ◆ **Annual Professional Development Conferences will be held with the administrator/supervisor to develop or review the PDP(s) and to discuss the document file.** During the conference, a review of the performance criteria/descriptors, the Librarian Media Specialist's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.
- ◆ **PDP Options.** 3rd through 5th year Librarian Media Specialists who are meeting expectations at the proficiency level can participate in Professional Development Plan Options (see pages 13-14).

Tenured Librarian Media Specialists

The Librarian Media Specialist Will:

Collect and share data related to performance criteria/descriptors

Develop a Document File

Provide data as requested by administrator/supervisor, plus

- Pre-Observation Form
- Lesson Reflection Sheet

Request additional observations by administrator if desired

Conduct a self-assessment on the Self Evaluation Form, annually to be shared with the administrator at the professional development conference.

The Administrator Will:

Conduct at least two observations during a 4-year cycle:

- One scheduled with pre- and post-observation conference (complete the formative report section of the Formative Observation Record)
- One unscheduled with post-observation conferences (complete the formative report section of the Formative Observation Record)

Collect data related to performance criteria/descriptors:

- as requested of Librarian Media Specialist
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Summative Evaluation Report by March 1.

The Librarian Media Specialist and Administrator Will:

Work with Librarian Media Specialist and administrator/supervisor.

Develop PDP(s) that relate to criteria/descriptors, content, goals, school improvement and Comprehensive School Improvement Plan (CSIP).

Hold annual Professional Development conference(s) with administrator to develop or review PDP(s) and discuss portfolio. When appropriate, develop Professional Improvement Plan(s).

Observation may be increased at the request of the Librarian Media Specialist or as determined by the administrator.

Tenured Librarian Media Specialist

During the four-year development/evaluation cycle, the tenured Librarian Media Specialist will:

- ◆ **Collect and share data related to performance criteria/descriptors.** Librarian Media Specialists need to keep an on-going collection of data related to the criteria/descriptors as determined in conversation with the evaluator. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and document files, web sites, in-service participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for Librarian Media Specialist performance. Refer to page 15 for specific standards, criteria, and descriptors.
- ◆ **Provide data as requested by administrator.** In addition to items requested by the administrator/supervisor, the Librarian Media Specialist will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference. Librarian Media Specialists will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at the follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors. Conduct a self-assessment annually to be shared with the administrator at the professional development conference. Use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the four-year development/evaluation cycle for a tenured Librarian Media Specialist, the administrator will:

- ◆ **Conduct two observations.** A minimum of one scheduled and one unscheduled observation will be conducted during the four-year cycle. Scheduled observations will include pre-and post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Unscheduled observations will include post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Formal observations may be increased by the Librarian Media Specialist or the administrator/supervisor.
- ◆ **Collect data related to performance criteria/descriptors.** The administrator/supervisor may request additional data from the Librarian Media Specialist related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the Librarian Media Specialist, students, parents, and the community may be used as documentation related to performance criteria/descriptors.

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the Formative Observation Record and place the form in the Librarian Media Specialist's evaluation file. All data included in the Librarian Media Specialist's evaluation file should have been discussed with the Librarian Media Specialist prior to being placed in the file. Data collected during observations will be documented in the Formative Observation Record. The Summative Evaluation Report is a scoring guide which formally summarizes the developmental level of performance for the Librarian Media Specialist on each of the specified criteria/descriptors. Descriptors define the expected behavior for a particular criterion.

- ◆ **Develop and discuss summative evaluation.** The administrator/supervisor will utilize collected data from formative observations and report, artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator/supervisor will hold a conference with the Librarian Media Specialist to discuss the Summative Evaluation Report on or before March 1.
- ◆ **Develop Professional Development Plans based on proficiency level related to criteria/descriptors, building goals, school improvement goals, and/or strategic plan.** Tenured Librarian Media Specialists will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) or Option Plan(s) during the annual evaluation cycle. If the administrator/supervisor determines the Librarian Media Specialist is not meeting performance expectation(s) at the proficiency level, a Professional Improvement Plan (PIP) will be implemented. The PIP will provide focus for progress towards proficiency related to the performance criteria/descriptors that are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

While the Professional Improvement Plan should represent consensus between the Librarian Media Specialist and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final. The Librarian Media Specialist may request that additional observations be performed.

- ◆ **Annual Professional Development Conferences will be held with the administrator/supervisor to develop or review the PDP(s) and to discuss the document file.** During the conference, a review of the performance criteria/descriptors, the tenured Librarian Media Specialist's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

Tenured Librarian Media Specialists will be formally evaluated on a 4-year cycle. The administrator/supervisor has the responsibility to observe the Librarian Media Specialist on a regular basis and may receive unplanned data. A tenured Librarian Media Specialist not meeting expectations on a criterion may be reassigned from the professional development phase to the evaluation phase. If the administrator/supervisor determines the Librarian Media Specialist is not meeting expectations at the proficient level, a PIP should be put in place. Tenured Librarian Media Specialists meeting expectations participate in the professional development phase. 3rd through 5th year Librarian Media Specialists who are meeting expectations can participate in Professional Development Plan Options.

Documentation of participation in the Options Model may be accomplished through the use of various tools and/or procedures, such as a portfolio, videos, reflective journals, or professional dialogue with peers and/or administrator/supervisor. The administrator/supervisor is expected to serve as a resource and monitor the progress of the staff participating in this model.

Summative Evaluation:

All LMSs will receive a Summative Evaluation during the evaluation cycle. The Summative Evaluation summarizes the administrator's/supervisor's rating of performance for each criteria/descriptor. The Summative Evaluation is a section of the LMS Evaluation Report.

Non-tenured and tenured LMSs both have the opportunity to dispute information on the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administrator/supervisor is final. Written comments can be provided by either party (administrator/supervisor or LMS) and included with the report. Written comments by either party must be shared within five calendar days of the conference and appended to the original copy of the LMS Evaluation Report. The LMS, the administrator/supervisor, and the Department of Human Resources will retain copies of the report.

System Review:

The superintendent should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based. The Performance Based LMS Evaluation Committee will conduct an initial review after the first year of implementation.

Professional Development Plan Options (Enrichment)

Option A: Mentor LMS

This Option allows the tenured LMS to reflect on what he/she is doing with the 1st/2nd-year LMS and associate this with his/her own practice. The LMS receives mentor training as prescribed in the Professional Development Plan of the district. The LMS uses a self-reflection log to document the activities and/or work done with the 1st/2nd-year LMS in accordance with duties as outlined by the Professional Development Committee. The LMS assists the 1st/2nd-year LMS with the development of his/her portfolio by making suggestions and offering advice. The time and dates of observations completed by the LMS for the 1st/2nd-year LMS and the time and dates of conferences held with the 1st/2nd-year LMS are documented. The LMS uses the documentation to write a reflection of the experiences and how it has affected the LMS's own practices. This plan should specifically relate to criteria and school improvement goals.

Option B: Action Research Team

This Option allows two to five colleagues to work together toward a common goal. Topics should relate to one or more specific criteria and to a School Improvement Plan goal. The Action Research could tie in with existing district or school programs such as A+ School or MAP teams or could open new areas of research. The Action Research should be approved by the administrator/supervisor. The topic for research could be an issue, strategy or theme such as lowering dropout rate, cooperative learning, or building teams. Each LMS

involved should maintain his/her own data to document the research. The document could include written information such as scoring guides, surveys, instructional strategies, and performance tasks. The data should also include at least three points of view such as student, parent, other colleague, administrator or business partner. This plan should specifically relate to criteria and school improvement goals.

Option C: Professional Review Process

This Option allows the LMS to use individual reflection to grow professionally. The LMS should be videotaped during three or more teaching sessions, focusing on one or more criteria. His/her lesson should be self-evaluated using a written format. An outside observer, such as a peer, supervisor, STARR LMS, business partner, or representative from an educational agency or university staff development program could also observe the LMS. The LMS should document, by written reflection, the observation and the conference held with the outside observer. The LMS's reflection portfolio documents the process of reviewing his/her own teaching practices with the data received from the observers, the reflections, survey results, and a final reflective piece on his/her professional growth during the process. This plan should specifically relate to criteria and school improvement goals.

Option D: Individualized Professional Activity

This Option allows the LMS to work individually on specific areas approved by the administrator/ supervisor. This will likely be based on curriculum development, program development, or use of technology. This plan should establish a connecting relationship with specific criteria and school improvement goals.

Option E: Collaborative Professional Plan

This Option allows the tenured LMS to interact with colleagues focusing on particular teaching behaviors. This could be accomplished through peer coaching, a study group, or other forms of collaborative teams. This plan should specifically relate to criteria and school improvement goals.

Option F: School-Wide/District-Wide Action Research

This Option allows the tenured LMS with significant experience to work collaboratively on a project outlined in a School/Building School Improvement Plan or a Comprehensive School Improvement Plan. Teams may be developed to represent a specific grade level, subject, common technology implementation, or cross discipline/cross district teams. The project must be approved by the administrator/supervisor. Examples of such projects might be the developing of tasks to evaluate programs or curriculum articulation. This plan should specifically relate to criteria and school improvement goals.

Librarian Media Specialist Evaluation Criteria with Descriptors

Note: The descriptors provided are simply examples of student and counselor behaviors that may be used to document criteria. The descriptors provided are not intended to be an inclusive list. The observation and/or documentation of each Criterion will vary based on the context.

Standard 1: The library media specialist provides effective management and administration of the media program.

1. The LMS assesses the media program.
2. The LMS participates in the development and implementation of technology.
3. The LMS plans and implements the media center program.
4. The LMS establishes and maintains an environment in which students and staff can work at productive levels.
5. The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.
6. The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.
7. The LMS prepares statistical records and reports needed to manage the media program.
8. The LMS plans, budgets, and maintains records according to needs and objectives of the media program.
9. The LMS manages student behavior in a constructive manner.

Standard 2: The library media specialist uses effective instructional processes.

10. The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner.
11. The LMS promotes the development of effective research skills.
12. The LMS serves as an instructional consultant.

Standard 3: The library media specialist communicates and interacts in a professional manner with the school community.

13. The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.
14. The LMS communicates effectively with students, staff, administrators, and parents/patrons.

Standard 4: The library media specialist acts as a responsible professional in addressing the overall mission of the school district.

15. The LMS participates in professional growth activities.
16. The LMS adheres to all policies, procedures, and regulations of the building and district.
17. The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.

Glossary

Action Research	A process in which the Librarian Media Specialist plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.
Administrator/Supervisor	The personnel authorized to implement the evaluation process (administrator, department chair, facilitator, coordinator, etc.).
Artifact Data	Documents or tangible items of information related to performance. Artifacts are typically supplied by the Librarian Media Specialist but may be collected from other sources and are kept in the document file.
Beginning PSC	Individuals in their first or second year as a Librarian Media Specialist.
Confidential Guidance Activities	Guidance activities which are confidential in nature and could be compromised by an outside observer. Ethical standards require a Librarian Media Specialist to respect the confidentiality of clients (students, parents, others). Individual or small group counseling sessions are by nature confidential situations. Individual intelligence testing is another instance in which an observer would compromise the situation or cause results to be considered invalid.
Criteria	The items used to evaluate the Librarian Media Specialist's performance. The criteria describe the behavior of the students and Librarian Media Specialist or the skill of the Librarian Media Specialist related to effective performance.
CSIP	The Comprehensive School Improvement Plan (CSIP) is an ongoing plan with goals, outcomes, or objectives in sufficient detail so as to direct the improvement efforts of the District for at least a five-year period.
Descriptors	Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion.
Development	Librarian Media Specialist and administrator work collaboratively to create a Professional Development Plan (PDP).
Document file	A Librarian Media Specialist's collection of data illustrating performance, development, and involvement in professional activities that reflect criteria/descriptors, building goals, and the district strategic plan.
Drop-In Observations	An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
Enrichment	Professional Development Plan (PDP) focuses on areas related to each individual Librarian Media Specialist using the PDP.
Evaluation Phase	The process of collecting data and making professional judgments about performance for the purpose of personnel decision-making.
Experienced PSC	Individuals that have a minimum of two years experience as a Librarian Media Specialist.
Improvement	The Professional Improvement Plan (PIP) provides focus of progress toward proficiency related to the performance criteria/descriptors that are deficient

Informative observation Record	A report used to collect and organize on-going planned and unplanned data, artifacts, reflections, and feedback for the purpose of developing and evaluating Librarian Media Specialists.
Lesson Reflection Sheet	Form which will be completed by the Librarian Media Specialist following each formal observation. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.
Mentor	The experienced Librarian Media Specialist who is assigned to guide and support a first- or second-year Librarian Media Specialist in the district.
Missouri Comprehensive Guidance Program Model-	A program to help school districts plan, design, implement, and evaluate comprehensive and systematic guidance programs in kindergarten through grade twelve.
Non-Confidential Guidance Activities	-Any guidance related activity in which confidentiality is not compromised by the presence of an outside observer. Non-confidential guidance activities are situations that do not violate the ethical standard of confidentiality of PSCs. These activities include, but are not limited to, classroom guidance activities, small group activities of an instructional nature (e.g., study skills), parent education activities, instructional groups, staff development, interpretation of group data, child study team meetings (P.L. 94-142), educational advisement, and parent conferences.
Peer Coach	A Librarian Media Specialist who collaborates with another Librarian Media Specialist for mutual support and instructional improvement.
Planned Data	Data regarding a Librarian Media Specialist, related to a specific criterion/descriptor and collected by the administrator/supervisor.
Post-Observation Conference	A conference between the administrator/supervisor and the Librarian Media Specialist about data collected during an observation and other data submitted by the Librarian Media Specialist. Written feedback will be completed by the administrator/supervisor in the feedback/document section of the Formative Observation Record to share at the conference.
Pre-Observation Conference	The interaction between administrator/supervisor and Librarian Media Specialist during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-Observation Form will be completed by the Librarian Media Specialist prior to the conference.
Professional Development	Process designed to help Librarian Media Specialists improve on an on-going basis.
Professional Development Plan	A plan to formalize and document professional growth for the purpose of attaining proficient and distinguished levels of performance. PDPs will be categorized as enrichment, development and improvement.
Professional Improvement Plan	The PIP provides focus of progress toward proficiency related to the performance criteria/descriptors that are deficient.
Scheduled Observation	A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the Librarian Media Specialist evaluation.

Summative Evaluation	A report used to summarize the administrator's/supervisor's rating of performance for each criterion/descriptor at the end of the Librarian Media Specialist evaluation cycle. Performance ratings include unsatisfactory, basic, proficient, and distinguished.
Librarian Media Specialist Evaluation	The process of collecting data and making professional judgments about the performance and development of Librarian Media Specialists and for the purpose of personnel decision-making.
Unscheduled Observation	An unannounced observation of twenty minutes or more, used to collect data for the Librarian Media Specialist evaluation.
Unplanned Data	Unsolicited data regarding a Librarian Media Specialist, related to a specific criterion/descriptor and collected by the administrator/supervisor.
Written Documents	Any concrete examples of items which are related to performance criteria/descriptors.

Appendix

Pre-Observation Form	Page 20
Reflection Sheet	Page 21
Formative Observation Record	Page 22
Summative Evaluation Report	Page 25
Professional Growth Plan	Page 28

Pre-Observation Form

The Pre-Observation Form is used by the Library Media Specialist (LMS) prior to developing a Professional Development Plan. This form should be shared with the administrator/supervisor when conferencing for the PDP.

Library Media Specialist _____ Professional Development Plan Option _____

School _____ Grade/Subject _____ Date _____

1. What has been the most positive aspect of your management and/or instructional activities over the last few years? _____

2. What area of management and/or instruction gives you the most difficulty? _____

3. Which one of the goals, as enumerated in the Show-Me Standards or district curriculum guide, do you feel your students were successful in reaching this past year? What evidence can you use to show this success? _____

4. Which program goal would you target as an area to improve? _____

5. If you had last year to do over, what would you change? _____

6. What are some of your activities or ideas that you would share with others? _____

7. What would you like to learn more about, whether it be from another LMS, a special training program or other resources? _____

8. In working with parents/guardians, what skills do you possess that allow for positive and productive outcomes? _____

9. What are your strengths as a LMS? _____

10. What areas of your management and/or instructional activities would you like to improve? _____

* If more space is needed, please add additional pages.

Library Media Specialist's Signature Date Administrator's/Supervisor's Signature Date

Signature indicates the above has been reviewed and discussed. Copies must be submitted to LMS and administrator/supervisor.

Reflection Sheet

The Reflection Sheet could be completed by the Library Media Specialist (LMS) following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria.

Library Media Specialist _____

School _____ Grade/Subject _____ Date _____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? _____

How do I know? _____

2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the district's curriculum guide? _____

3. What feedback did I receive from students indicating they achieved understanding and that the goal(s)/objective(s) were met for this lesson? _____

4. Did I adjust my goals or my work as I taught the lesson? Why? How? _____

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? _____

6. If there was one thing from this lesson that I could share with a colleague, what would it be? _____

Notes _____

**If more space is needed, please add additional pages.*

LMS-2C

Formative Observation Record

Scheduled Observation Unscheduled Observation Artifact Data Non-Observed Data

The Professional Observation Record is used by the administrator/supervisor during observation and shared at the post-observation conference. During observation, the administrator/supervisor is to take notes regarding student/audience and LMS behavior. It is not necessary to script the entire oral discourse of the LMS; however, the administrator/supervisor should record specific student/audience behaviors and comments as well as specific LMS behaviors and comments. These notes can be taken separately and then transferred to the Professional Observation Record or recorded directly on the form.

Library Media Specialist _____

School _____ Grade _____ Date _____

Administrator/Supervisor _____

Standard 1: The library media specialist provides effective management and administration of the media program.

1. The LMS assesses the media program. _____

2. The LMS participates in the development and implementation of technology. _____

3. The LMS plans and implements the media center program. _____

4. The LMS establishes and maintains an environment in which students and staff can work at productive levels. _____

5. The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment. _____

6. The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently. _____

PBE-5C

Library Media Specialist _____ School _____ Grade _____ Date _____

7. The LMS prepares statistical records and reports needed to manage the media program. _____

8. The LMS plans, budgets, and maintains records according to needs and objectives of the media program. _____

9. The LMS manages student behavior in a constructive manner. _____

Standard 2: The library media specialist uses effective instructional processes.

10. The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner. _____

11. The LMS promotes the development of effective research skills. _____

12. The LMS serves as an instructional consultant. _____

Standard 3: The library media specialist communicates and interacts in a professional manner with the school community.

13. The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons. _____

PBE-5L

Library Media Specialist _____ School _____ Grade _____ Date _____

14. The LMS communicates effectively with students, staff, administrators, and parents/patrons. _____

Standard 4: The library media specialist acts as a responsible professional in addressing the overall mission of the school district.

15. The LMS participates in professional growth activities. _____

16. The LMS adheres to all policies, procedures, and regulations of the building and district. _____

17. The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.

Library Media Specialist Comments:

Administrator/Supervisor Comments:

Library Media Specialist's Signature

Date

Administrator's/Supervisor's Signature

Date

Signature indicates the above has been reviewed and discussed. Copies must be submitted to LMS and administrator/supervisor.

PBE-5L

Librarian Media Specialist Evaluation Report

Librarian Media Specialist _____ Self Evaluation

School _____ Grade Level _____ Date _____

1. The LMS assesses the media program.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS is highly skilled in the interpretation of collected data. The information is used to creatively modify the program to address the areas of need.	The LMS involves staff, students, administrators, and parents/patrons in the evaluation of the LMC program. Evaluation is an ongoing process and is used to improve the program.	The LMS is inconsistent in involving staff, students, administrators, and parents/patrons in the evaluation of the LMC program. There is minimal evidence of program improvement based on evaluation.	The LMS shows little or no evidence of program evaluation and no evidence of change or improvement.
2. The LMS participates in the development and implementation of technology.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS actively leads the building and/or district in the growth and integration of technology into the curriculum.	The LMS participates in the development, promotion, and implementation of technology.	The LMS makes some use of technology within the LMC program but does not assist or promote the use of technology with others.	The LMS does not use technology within the program.
3. The LMS plans and implements the media center program.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS effectively plans and administers an innovative and dynamic LMC program. The LMS is a vital member of the instructional team and seeks alliances for resources beyond the school community.	The LMS establishes and implements LMC program short- and long-range goals and related objectives which align with school, district, state and national guidelines.	The LMS is ineffective in planning and implementing short- and long range goals which address program improvement.	The LMS fails to develop and use planning strategies for the administration of the LMC program.
4. The LMS establishes and maintains an environment in which students and staff can work at productive levels.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS creatively designs and promotes the LMC and maintains an appealing environment that is conducive to learning.	The LMS consistently establishes and maintains an environment in which students and staff can work at productive levels.	The LMS inconsistently provides an environment that enables students and staff to work at productive levels.	The LMS does not develop or maintain an environment conducive to productivity.
5. The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS demonstrates superior skill in selection, acquisition, and processing of materials.	The LMS consistently manages the selection, acquisition, circulation, and maintenance of materials and equipment.	The LMS inconsistently manages the selection, acquisition, circulation, and maintenance of materials and equipment.	The LMS demonstrates insufficient skills in the selection, acquisition, circulation, and maintenance of materials and equipment.
6. The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS implements a formal training program for media center staff. Supervision of media center staff is consistent and positive.	The LMS consistently trains and supervises media center personnel to perform duties efficiently.	The LMS inconsistently trains and supervises media center personnel to perform duties efficiently.	The LMS shows little or no evidence of competence in training and supervising media center personnel.
7. The LMS prepares statistical records and reports needed to manage the media program.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS prepares consistently accurate and useful statistical records and analytical reports valuable in evaluating the LMC program.	The LMS consistently prepares statistical records and reports needed to manage the LMC program.	The LMS inconsistently and/or poorly prepares statistical records and reports for the LMC program.	The LMS does not maintain statistical records and reports for the LMC program.

Librarian Media Specialist _____ School _____ Grade _____ Date _____

8. The LMS plans, budgets, and maintains records according to needs and objectives of the media program.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS develops exceptional strategies for budget planning, implementation, and record keeping which enhance the LMC program.	The LMS consistently plans, budgets, and maintains records according to the needs and objectives of the LMC program.	The LMS poorly prepares budget records according to the needs and objectives of the LMC program.	The LMS does not prepare a budget and maintain accurate records of expenditures.
9. The LMS manages student behavior in a constructive manner.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
Criteria Exceeds Meets Progressing Does not Meet 53 Evaluation Report The LMS plans and implements strategies to promote self discipline.	The LMS manages student behavior in a constructive manner.	The LMS is inconsistent in controlling student behavior.	The LMS shows little or no control of student behavior.
10. The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS develops creative instructional techniques and considers learning styles to encourage self-directed learning.	The LMS consistently implements effective teaching techniques and varied instructional strategies that address the diversity of learners.	The LMS uses limited teaching techniques and strategies to address student learning.	The LMS shows little or no evidence of using even a limited set of instructional strategies. The LMS does little to address the diversity of learners.
11. The LMS promotes the development of effective research skills.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS displays superior ability in teaching students to access, evaluate, and use information and technology.	The LMS consistently promotes the development of effective research skills.	The LMS inconsistently teaches effective research skills.	The LMS lacks skill in teaching effective research skills.
12. The LMS serves as an instructional consultant.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS initiates instructional assistance or is sought out by staff members as an instructional leader.	The LMS consistently serves as an instructional consultant.	The LMS is seldom perceived as an instructional leader by the staff.	The LMS is not involved in the instructional process of the school.
13. The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS exhibits the ability to encourage and develop involved users of the LMC by interacting in a professional and respectful manner.	The LMS consistently demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.	The LMS intermittently demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.	The LMS shows little or no interest in working with students, staff, administrators, and parents/patrons.
14. The LMS communicates effectively with students, staff, administrators, and parents/patrons.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS employs a variety of innovative communication methods to promote the LMC program. The LMS excels in keeping people informed.	The LMS consistently communicates effectively with students, staff, administrators, and parents/patrons.	The LMS inconsistently communicates with students, staff, administrators, and parents/patrons.	The LMS shows little or no interest in communicating effectively with students, staff, administrators, and parents/patrons.
15. The LMS participates in professional growth activities.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS is a leader and actively participates in professional activities at building, district, state, regional, and national levels.	The LMS holds positions of leadership in professional organizations.	The LMS consistently participates in professional growth activities.	The LMS inconsistently voluntarily participates in professional growth activities The LMS seldom voluntarily participates in professional growth activities.

Librarian Media Specialist _____ School _____ Grade _____ Date _____

16. The LMS adheres to all policies, procedures, and regulations of the building and district.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS understands and is an advocate for intellectual freedom and copyright compliance and is articulate in communicating the importance of all policies/procedures to the staff.	The LMS consistently adheres to all policies, procedures, and regulations of the building and district.	The LMS intermittently complies to policies, procedures, and regulations of the building and district.	The LMS does not comply with policies, procedures, and regulations of the building and district.
17. The LMS collaborates in the development and/ or implementation of the building and district vision, mission, and goals.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The LMS takes a leading role in the development and/or implementation of the building and district vision, mission, and goals.	The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals.	The LMS shows little interest in the development and/or implementation of the building and district vision, mission, and goals.	The LMS shows no interest in the development and/or implementation of the building and district vision, mission, and goals.

Any "Does Not Meet Expectations" must be accompanied by a Professional Improvement Plan (PIP).

Supervisor's Summary: *(commendable items may be included)*

Recommendation for employment: Renewal of Employment: (check one)

- Be reemployed. Check here if the recommended reemployment will result in the attainment of tenure.
- Not be reemployed for the next school year. (Applicable to Probationary Library Media Specialist only.)
- Be terminated. (Applicable to Permanent Library Media Specialist only.)

Library Media Specialist's Comments:

Library Media Specialist's Signature Date

Administrator's/Supervisor's Signature Date

Signature indicates the above has been reviewed and discussed. Copies must be submitted to *Library Media Specialist* and administrator/supervisor.

PBE-4L

Professional Growth Plan

1st / 2nd Year LMS

3rd - 5th Year LMS

Tenured LMS

Enrichment (Options)

Professional Development Plan (PDP)

Professional Improvement Plan (PIP)

Library Media Specialist _____

School _____ Grade/Subject _____ Date _____

Administrator/Supervisor _____

Objectives: *Applicable descriptors and expected level of performance.*

(List standards and criteria of Professional Improvement Plan - PIP)

Related Building CSIP Goal(s):

continued on back

Professional Growth Plan - *continued*

Library Media Specialist _____ School _____ Grade/Subject _____

Strategies for achieving objective(s): (*Library Media Specialist and administrator/supervisor responsibilities*)

Library Media Specialist will...

Administrator will...

Assessment methods and timelines:

Library Media Specialist Comments:

Administrator/Supervisor Comments:

Library Media Specialist's Signature *Date*

Administrator's/Supervisor's Signature *Date*

Plan completed. Date _____

Plan revised. Date _____

Plan continued. Date _____

Plan reviewed. Date _____

Library Media Specialist's Signature *Date*

Administrator's/Supervisor's Signature *Date*

Signature indicates the above has been reviewed and discussed. Copies must be submitted to LMS and administrator/supervisor.

PGP-L Page 2

Performance-Based Evaluation of Librarian Media Specialist

SCHOOL DISTRICT of UNIVERSITY CITY, Missouri

Rev. 6/17/03

Page 29