

# Librarian Media Specialist Evaluation Report

Librarian Media Specialist \_\_\_\_\_

Self Evaluation

School \_\_\_\_\_

Grade Level \_\_\_\_\_

Date \_\_\_\_\_

## 1. The LMS assesses the media program.

<b>Exceeds</b>	<b>Proficient</b>	<b>Moving Towards Proficiency</b>	<b>Does Not Meet Expectations</b>
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.

<b>Exceeds</b>	<b>Proficient</b>	<b>Moving Towards Proficiency</b>	<b>Does Not Meet Expectations</b>
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.

<b>Exceeds</b>	<b>Proficient</b>	<b>Moving Towards Proficiency</b>	<b>Does Not Meet Expectations</b>
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.

<b>Exceeds</b>	<b>Proficient</b>	<b>Moving Towards Proficiency</b>	<b>Does Not Meet Expectations</b>
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.

<b>Exceeds</b>	<b>Proficient</b>	<b>Moving Towards Proficiency</b>	<b>Does Not Meet Expectations</b>
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.

<b>Exceeds</b>	<b>Proficient</b>	<b>Moving Towards Proficiency</b>	<b>Does Not Meet Expectations</b>
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.

<b>Exceeds</b>	<b>Proficient</b>	<b>Moving Towards Proficiency</b>	<b>Does Not Meet Expectations</b>
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.

# Performance-Based Evaluation of Librarian Media Specialist

## Evaluation Report (continued)

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

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

Exceeds	Proficient	Moving Towards Proficiency	Does Not Meet Expectations
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.

Exceeds	Proficient	Moving Towards Proficiency	Does Not Meet Expectations
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.

Exceeds	Proficient	Moving Towards Proficiency	Does Not Meet Expectations
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.

Exceeds	Proficient	Moving Towards Proficiency	Does Not Meet Expectations
The LMS displays superior ability in teaching students to access, evaluate, and use information and technology.	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.

### 12. The LMS serves as an instructional consultant.

Exceeds	Proficient	Moving Towards Proficiency	Does Not Meet Expectations
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.

Exceeds	Proficient	Moving Towards Proficiency	Does Not Meet Expectations
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.

Exceeds	Proficient	Moving Towards Proficiency	Does Not Meet Expectations
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.

Exceeds	Proficient	Moving Towards Proficiency	Does Not Meet Expectations
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.

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**Performance-Based Evaluation of Librarian Media Specialist****Evaluation Report** (continued)

Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade/Subject \_\_\_\_\_ Date \_\_\_\_\_

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

<b>Exceeds</b>	<b>Proficient</b>	<b>Moving Towards Proficiency</b>	<b>Does Not Meet Expectations</b>
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.**

<b>Exceeds</b>	<b>Proficient</b>	<b>Moving Towards Proficiency</b>	<b>Does Not Meet Expectations</b>
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)

- 1.
- 2.
- 3.

**Teacher Comments:**

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Teacher's Signature

Date

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Administrator's/Supervisor's Signature

Date

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

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**Performance-Based Evaluation of Librarian Media Specialist**