

School Library Media Specialist

Evaluation Document

Kansas Association of School Librarians

Projects Committee

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The Projects Committee of the Kansas Association of School Librarians has prepared an evaluation instrument to reflect the unique responsibilities of the library media specialist as defined in Information Power : Guidelines for School Library Media Programs (American Association of School Librarians, Association for Educational Communications and Technology, Chicago, American Library Association, 1988). This instrument will reflect the goals, status and progress of both the library media specialist and the program.

Information Power states, "The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; and by working with other educators to design learning strategies to meet the needs of individual students." This charge has revolutionized the role of the library media center and defined the role of the library media specialist as an information specialist, a teacher, and as an instructional consultant. Library media specialist note that while their roles have changed drastically, there has not been a revision of the instrument used to evaluate the specialist and the new direction of the program. It is very important, therefore, that the three roles and functions of the library media specialist be clearly defined.

The committee suggests that this instrument be incorporated with and/or used as an adjunct to the evaluation policies and instruments now in place in the district. The instrument allows for an essential part of the evaluation process, that of individual priority performance indicators. These indicators are to be designed by the library media specialist and/or principal to reflect current program and school needs and objectives. The committee suggests that an optional and/or additional assessment tool be a portfolio of documents that shows the library media specialist's efforts, program and accomplishments. This portfolio may include, but is not limited to lesson plans, photos, displays, statistics, list of meetings attended, copies of presentations, self-evaluations, annual and long-range plans, budgets, utilization charts and other products of activities not easily seen during formal observations. A portfolio format will allow the evaluation to be both formative and summative. The committee further suggests that peer observation and planning be a part of the evaluation process. Too often, the library media specialist is the only person in the building with these specific duties and evaluation by a trained library media specialist observer can be especially valuable.

The Projects Committee of the KASL has slightly revised the original instrument and plans for a larger revision in the coming year. This is to be considered a working document. The committee welcomes comments and suggestions on the use of the tool from all who are a part of the evaluation process.

I. Evaluation Procedure

The evaluation procedure should be defined in accordance with district policy to include scheduling, orientation, number of observations and conferences, and many other issues. Instructions for the evaluator and evaluatee should also be included.

II. Format of Evaluation Document

The criteria and indicators of this evaluation document will be divided into the following three major areas:

- A. Information Specialist Role
- B. Teacher Role
- C. Instructional Consultant

III. Rating Scale

Criteria shall be evaluated according to the guidelines described below. A rating of "1" (Unsatisfactory) or "2" (Needs Improvement) shall require a comment by the evaluator. Ratings of "1" or "2" must be accompanied by suggestions for improvement. The principal may require a self-improvement plan for any employee.

4 – Demonstrates Excellence:

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

3 – Area of Strength:

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

2 -- Needs Improvement:

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

1 -- Unsatisfactory:

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

IV. Glossary of Terms

Information Skills

Have knowledge of reference tools, databases, and catalogs; use technology to access information; and develop higher-order thinking skills for the organization, evaluation, utilization, and presentation of information and ideas.

Information Specialist Role

To provide access to information and resources; to assist and guide students and staff as they seek to select and utilize the resources and services; to develop policies for the use of resources; and to provide an accurate and efficient retrieval system for gaining access to information.

Instructional Consultant Role

To participate in curriculum development and assessment; to collaborate with teachers in planning, implementation, and evaluation of instruction; and to provide leadership in the effective use of instructional technologies.

Interlibrary Loan

A service which provides access to information outside the center. The library media center participates as a lender as well as a borrower.

Professional Collection

Materials and equipment to help faculty keep abreast of educational trends, research, and techniques.

School Library Media Specialist (SLIMS)

Meets state certification requirements for both the library media specialist and professional educator classification.

Selection Policy

A district-wide policy adopted by the Board of Education that provides Guidelines for the selection and removal of materials and equipment.

Teacher Role

To instruct students in information skills; to provide staff development in media resources; to share knowledge for literary forms; and to help parents recognize the importance of sharing reading, listening, and viewing experiences with children.

Weeding

Process of evaluating and removing items from the collection which are identified as physically deteriorated, obsolete, or inappropriate for the current needs of the school community.

Name of School District

Evaluation Record of _____

School Building _____

Grade Level(s) _____

Date of First Employment in U.S.D. # _____

Evaluator _____

First Meeting Date _____

Followup Date(s) _____

Development Plan: (State specific areas of development for the next appraisal period)

School Library Media Specialist Comments:

Signing this evaluation form does not necessarily mean that I agree with the evaluation. It does mean that I have seen this evaluation and I have discussed it with the evaluator. I realize I have two (2) weeks to write a response to this evaluation and have that response attached to the evaluation form if I so choose. I also realize that the evaluation form and my response will be presented to the Board of Education.

Evaluatee's Signature _____

Date _____

Evaluator's Signature _____

Date _____

Original: Superintendent
Copies: Principal
Director of Library Services
School Library Media Specialist

