

**KALISPELL PUBLIC SCHOOLS**  
**TEACHER LIBRARIAN PERFORMANCE EVALUATION**

20       - 20

All evaluations are on a continuous basis

**EMPLOYEE:**

**DATE OF HIRE:**

**POSITION:**

**SCHOOL:**

YEAR 1

YEAR 2

YEAR 3

TENURE

EVALUATIVE ASSISTANCE PLAN

LIMITED CONTRACT

**PRE-CONFERENCE DATE:**

**FORMAL OBSERVATION DATE:**

**POST-CONFERENCE DATE:**

**EVALUATOR:**

**SUBJECT AREA OBSERVED:**

Recommend for tenure status

Recommend for Evaluative Assistance Plan

Recommend for removal from Evaluative Assistance Plan

**PHILOSOPHY** - The Library Media Center (LMC) is where students learn to find, analyze, interpret, evaluate, and communicate information and ideas - skills they will need as adults to live and work in an information-based society. The school library professional is a leader, instructional partner, information specialist, teacher, and program administrator. Research shows that exemplary school library programs play a significant role in student achievement. This Teacher Librarian (TL) assessment tool has been developed to assist teacher librarians, educators, and administrators in improving school library programs to ensure our students' success as lifelong learners, critical thinkers and problem solvers. The purpose of performance evaluation is two-fold: one, to enhance professional skills and development (a formative aim) and two, to assess professional ability and competence (a summative aim). For both purposes, practices are recorded, evaluated and discussed and employees' professional growth is documented. Should deficiencies be noted, the district is committed to helping the teacher librarian improve his/her practices by crafting individual plans of improvement to ensure the highest quality of teaching and education.

**THE FOLLOWING DEFINITIONS ARE USED:**

**Distinguished:** Recognized for excellence and respected for achievement, skill, knowledge, and talent.

**Proficient:** Highly competent in the art, skills and field of knowledge of the teaching profession.

**Novice:** Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.

**Unsatisfactory:** Does not meet acceptable standards of the profession. Rating in the unsatisfactory category must be supported by comment and/or documentation.

**Not Applicable:** Unobserved or not applicable during the evaluation period.

Last updated August 31, 2015

## DOMAIN 1: PLANNING AND PREPARATION

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> NA
<b>A. Integrates information literacy and technology proficiency standards with curriculum content standards to enable students to become effective and efficient users of information.</b>	TL and teachers collaborate on the use of information and literacy skills. TL encourages students to learn to make higher level information and technology skills an integral part of their work.	TL and teachers collaborate on the use of information and literacy skills. TL encourages students to expand beyond locating information to analysis, evaluation and synthesis.	TL and teachers collaborate on the use of information literacy and technology standards for beginning location skills, access skills and selection skills.	TL teaches limited location of materials, access and selection skills independent of any other instruction in the building or by request of the teacher.	MCS LM 1-4
ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> NA
<b>B. Functions as integral part of the teaching and learning process to achieve the standards-based outcomes of the Montana Content Standards.</b>	TL is an integral part of the teaching and learning process across all areas of the curriculum. TL and teachers collaboratively incorporate authentic learning tasks, essential questions and an inquiry process.	TL is integrated as an essential component across the curriculum. Some learning activities are designed collaboratively by the TL and teachers to provide meaningful learning experiences through independent investigation using library media resources.	TL is integrated to a limited degree across the curriculum. Learning activities are designed to allow students to pursue learning through research and use of library resources.	TL is isolated from the curriculum. Learning activities are centered in the classroom and are textbook based.	MCS LM 1-4
ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> NA
<b>C. Establishing goals for the library /media program appropriate to the setting and the student served.</b>	TL's goals for the media program are highly appropriate to the school climate and to the age of the students.	TL's goals for the media program are appropriate to the school climate and to the age of the students.	TL's goals for the media program are rudimentary and are occasionally appropriate to the school climate and to the age of the students.	TL has no clear goals for the media program, or they are inappropriate to either the school climate or to the age of the students.	MCS LM 1-4
ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> NA
<b>D. Develops a plan to assess the effectiveness of the program.</b>	TL conducts assessments of library media program based on multiple sources of information. TL develops an action plan to strengthen the program effectiveness.	TL conducts assessments of library media program based on multiple sources of information. TL begins to develop and use tools to assess the program effectiveness.	TL sporadically conducts assessment of the library media program effectiveness.	TL conducts no assessment of the library media program. TL does not assess program effectiveness.	MCS LM 1-4

### Domain 1 Comments:

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**DOMAIN 2: THE ENVIRONMENT**

<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>A. Provides a user-friendly and student centered environment</b>	The stimulating and supportive environment encourages the educational community to use the facility and to work productively not only during school hours, but also before and after school.	The space and staff provide a stimulating and welcoming educational environment.	The staff and the environment provide a welcoming atmosphere to the educational community.	The staff and/or environment does not provide a welcoming atmosphere.	MCS LM 3
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>B. Interaction with students</b>	TL's interactions with all students demonstrate positive, caring rapport and respect. Interactions are inclusive and appropriate.	TL's interactions with all students demonstrate respect. Interactions are inclusive and appropriate.	TL's interactions with students are generally appropriate.	TL's interactions with students are negative and/or inappropriate.	MCS LM 1-4
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>C. Provides equitable access.</b>	TL's use of space readily accommodates a variety of concurrent learning activities for individuals, groups and classes. The arrangement and accessibility of the furniture, shelving, resources and technology is flexible enough to accommodate wide and diverse use. Signs clearly identify each area of the library.	TL's use of space is adequate with designated areas for individuals, groups and classes to work simultaneously in the LMC on a variety of learning activities. The arrangement and accessibility of the furniture, shelving, resources and technology is flexible enough to accommodate wide and diverse use.	TL's use of space provides for some class instruction and other individual and group learning activities, both of which are compromised at times. The square footage, furnishing, shelving and seating arrangement and technology are adequately arranged.	TL's use of space is inadequate. It does not provide for whole class instruction and/or for a variety of other learning activities to occur. The floor plan, furnishing, shelving and technology are inadequately arranged.	MCS LM 1-4

**Domain 2 Comments:**

**DOMAIN 3: DELIVERY OF SERVICE**

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<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>A. Interactions among individuals</b>	TL routinely encourages and models respectful interactions among individuals and appropriately addresses disrespectful interactions. An inclusive environment among individuals is maintained.	TL routinely encourages and models respectful interactions among individuals and appropriately addresses disrespectful interactions.	TL may encourage respectful interactions, but occasionally tolerates inappropriate and/or disrespectful interactions among individuals.	TL tolerates inappropriate and/or disrespectful interactions among individuals.	MCS LM 2
<b>B. Encourages intellectual access</b>	The TL encourages and models to fully support and implement intellectual access through policies and practices for the school community.	The TL supports the concept of intellectual access and implements it through policies and practices.	The TL defines the concept of intellectual access.	The TL does not address the concept of intellectual access.	MCS LM 1
<b>C. Models and promotes effective collaborative teaching and addresses diverse learning abilities, styles and needs.</b>	The TL successfully functions as a collaborative teaching team member. The TL and teacher collaborate to prescribe the strategies, research questions or assessment methods to address diverse learning abilities, styles and needs	The TL and teachers frequently collaborate. Some skills are taught in the LMC and others in the classroom. TL supports diverse learning abilities, styles and needs.	The TL and teachers occasionally collaborate so that what is taught in the LMC compliments what is taught in the classroom. TL attempts to support diverse learning abilities, styles and needs.	TL does not collaborate with classroom teachers. TL provides resources, but is not involved in the planning process. TL provides no accommodations for diversity	MCS LM 1-4
<b>D. Integrates Standards-based Instructional objectives</b>	TL and teachers collaborate to deliver information literacy skills with content standards. TL clearly and accurately communicates standards based instructional objectives and an instructional rationale for this learning to the students.	TL consistently integrates information literacy skills with content standards. TL clearly and accurately communicates standards based instructional objectives to the students.	TL teaches limited information literacy skills and periodically integrates with content standards. TL communicates standards based instructional objectives to the students.	TL teaches limited information literacy skills with no integration of content standards. Teacher communicates little or nothing about the standards based instructional objectives to students or the instructional objectives are not standards based.	MCS LM 1-4
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>

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<b>E. Promotes reading for literacy and personal enjoyment</b>	TL promotes a school wide culture of reading for literacy and personal enjoyment.	TL promotes reading, with careful attention to integrating classroom activities and motivating students to read on their own.	TL supports reading in a limited way and works with few teachers to integrate a reading focus with the rest of the school.	TL places no particular emphasis on reading and does not encourage students to use the library for reading materials.	MCS LM 3
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>N/A</b>
<b>F. Provides resources that support the curriculum and meets diverse learning needs within budget limitations</b>	TL develops the collection to reflect the district policy and the curriculum. Collection is up-to-date, well weeded, is diverse and supports the curricular learning needs of the students. The collection contains an appropriate balance of print, multimedia and electronic resources. On site resources are supplemented with inter-library loans, electronic databases and the Internet.	TL develops collection within district policy. Collection is up-to-date, supports the curriculum and meets most learning needs of students. The collection has some diversity and includes resources in a variety of formats. Print and non-print resources, interlibrary loans, electronic databases and the Internet are available.	The collection begins to support the curriculum. Print and non-print resources are available, electronic databases and the Internet are available on a limited basis.	Average age of the collection is old and does not support the curriculum. Collection includes limited access to electronic or multi-media formats.	MCS LM 1-4
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>N/A</b>
<b>G. Provides conceptual understanding</b>	TL uses challenging, standards-based activities at the appropriate cognitive level that promote conceptual understanding and employs principles of differentiated instruction.	TL uses challenging standards-based activities at the appropriate cognitive level that promote conceptual understanding.	TL uses standards-based activities at the appropriate cognitive level that do not promote conceptual understanding. <b>-or-</b> TL uses standards-based activities at the inappropriate cognitive level that promote conceptual understanding.	TL does not use standards-based activities for conceptual understanding. <b>-or-</b> TL uses inappropriate activities.	MCS LM 1-4
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>H. Assesses student learning and achievement</b>	TL assesses student achievement. Assessment methods are	TL develops multiple methods to assess student achievement.	TL uses some methods to assess student achievement.	TL does not assess student achievement in information literacy skills.	MCS LM 1, 2, 4

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	reviewed and revised. TL routinely provides formative and/or summative feedback and anticipates and addresses content related misconceptions.	TL consults with teachers about the effectiveness of library/classroom collaborative units. TL addresses student errors and misconceptions as they arise.	TL addresses some student errors or misconceptions.	TL does not correct student errors or misconceptions.	
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>I. Integrates technology in the process of Teaching and learning in the Library Media Center within budget limitations</b>	Educational technologies and resources are current and available in LMC. LMC's resources and electronic databases are available via a district network. TL actively promotes the use of technology and assists students and teachers in LMC.	A variety of educational technologies are available in the LMC. Library operations are completely automated. An electronic catalog, electronic databases and the Internet are available in the LMC. TL routinely initiates sessions to assist in the use of technology in the LMC.	Some access to audio/video equipment, and computers is provided in LMC. Technology is used for library management and provides access to the library's holdings via an electronic catalog and some databases. TL occasionally assists in the use of technology when specifically asked.	Availability of and access to a variety of educational technologies is limited in LMC. TL declines to assist in the use of technology in LMC.	MCS LM 2, 4

**Domain 3 Comments:**

**DOMAIN 4: PROFESSIONAL RESPONSIBILITY**

<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>A. Communicates the mission, goals and functions of the library media program</b>	TL regularly communicates the effectiveness of goals and objectives. TL seeks opportunities to advocate	TL often communicates the effectiveness of goals and objectives. TL will advocate for the program.	TL occasionally communicates the goals and objectives of the LMC. TL occasionally	TL functions as a service provider without establishing clear goals and missions. TL offers no	

	for the program.		advocates for the effectiveness of the library media program.	communication about the library media program.	
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>B. Prepares and submits reports and budgets</b>	TL recognizes curricular needs when preparing requisitions and budgets. TL follows established procedures, and suggests improvements to those procedures. TL submits inventories and reports.	TL honors teacher requests when preparing requisitions and budgets. TL follows established procedures. TL submits inventories and reports.	TL's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. TL submits inventories and reports.	TL does not consider teacher requests when preparing requisitions and budgets. TL does not follow established budget procedures. TL does not submit inventories and reports.	
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>C. Participates in district community</b>	TL is proactive in reaching out and establishing contacts outside the LMC, coordinating efforts for benefit of the district.	TL engages in outreach efforts to the district colleagues and committees.	TL makes sporadic efforts to engage in out reach efforts to district colleagues and committees.	TL makes no effort to engage in outreach efforts to district colleagues.	
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>D. Participates in school community</b>	TL serves on a decision-making committee of the school and helps to formulate school goals and long range plans that complement the district's goals. The library media program is an integral part of curriculum, technology and professional development plans.	TL serves on a decision-making committee of the school and helps to formulate school goals. TL designs the library media program to achieve those goals and participate actively in developing and updating cross-curricular plans.	TL is aware of the school's mission and goals and takes those into consideration in designing the LMC program.	TL does not consider the schools mission and goals in designing the LMC program.	
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>E. Develops and implements decisions and discussion about</b>	TL provides leadership in developing and implementing decisions	TL implements decisions made at the team/department and	TL implements most decisions made at the team/department and	TL does not implement decisions made at the team/department or school	

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<b>professional issues.</b>	made at the team/department and school level. Teacher demonstrates a pattern of initiating, leading, and engaging other teachers in discussion about professional issues. Teacher clearly communicates the evidence.	school level.. Teacher engages in discussion about professional issues. Teacher clearly communicates the evidence.	school level. Teacher attends professional development opportunities. Teacher clearly communicates the evidence.	level. Teacher does not engage in discussion about professional issues. Teacher does not clearly communicate the evidence. OR Evidence not provided.	
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>F. Engages in professional development</b>	TL actively pursues professional development opportunities and makes a substantial contribution to the profession.	TL seeks out opportunities for professional development based on an individual assessment.	TL's participation in professional development activities is limited to those that are convenient or are required.	TL does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>G. Upholds legal and ethical standards in policies, procedures and practices</b>	TL holds & models the highest standards of honesty and integrity. TL consistently takes a leadership role to promote policy, copyright laws, procedures and practices.	TL displays high standards of honesty and integrity in interactions with colleagues, students, and the public. TL adheres carefully to copyright laws.	TL upholds in interactions with colleagues, students, and the public. TL respects copyright laws.	TL does not uphold legal and ethical standards in interactions with colleagues, students, and the public.	MCS LM 2
<b>ELEMENTS</b>	<input type="checkbox"/> <b>DISTINGUISHED</b>	<input type="checkbox"/> <b>PROFICIENT</b>	<input type="checkbox"/> <b>NOVICE</b>	<input type="checkbox"/> <b>UNSATISFACTORY</b>	<input type="checkbox"/> <b>NA</b>
<b>H. Manages LMC personnel to support needs of library</b>	TL provides complete supervision of LMC personnel and/or volunteers. Goals and objectives are defined and discussed to clarify roles.	TL provides adequate supervision of LMC personnel and/or volunteers. Goals and objectives are clearly defined.	TL provides minimal supervision of LMC personnel and/or volunteers. Goals and objectives are unclear.	TL does not adequately supervise LMC personnel and/or volunteers. Personnel and/or volunteers are unsure of their role.	

Domain 4 Comments:

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Evaluator Comments:

Recommendations or Identified Deficiencies:

If “unsatisfactory” ratings are indicated, the staff member may request a conference with the evaluator for the purpose of mutually agreeing on what assistance the District may provide to the teacher librarian for improvement.

Employee Comments:

Signing this evaluation form does not necessarily indicate agreement with the evaluation, but indicates that the evaluation has been shared with the employee. The staff member may attach comments concerning the evaluation.

\_\_\_\_\_  
Employee Signature Date

\_\_\_\_\_  
Evaluator Signature Date

Recommend for tenure status  Recommend for Evaluative Assistance Plan  Recommend for removal from Evaluative Assistance Plan

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Last updated August 31, 20159

Last updated August 31, 201510

## Works Cited

- Guerin, Donna, Connie Schlotterbeck, and Doris Smith. *The Massachusetts School Library Media Association Model School Rubrics*. Digital image. MTLMA Board, May 2002. Web. 2 June 2009.
- McCulloch, Linda, et al, "*Montana Content Standards.*" Montana School Library Information. Aug. 2001. Digital image Montana Office of Public Instruction. 2 June 2009
- SD#5 Committee, et al, "HUMAN RESOURCES - KEA Evaluation Pilot Program." Human Resources, School District #5. Sep 2008. Digital image. Kalispell Public Schools, 2 June 2009
- Standards for the 21st Century Learner*. Digital image. *American Association of School Librarians*. American Library Association, 2007. Web. June 2009.