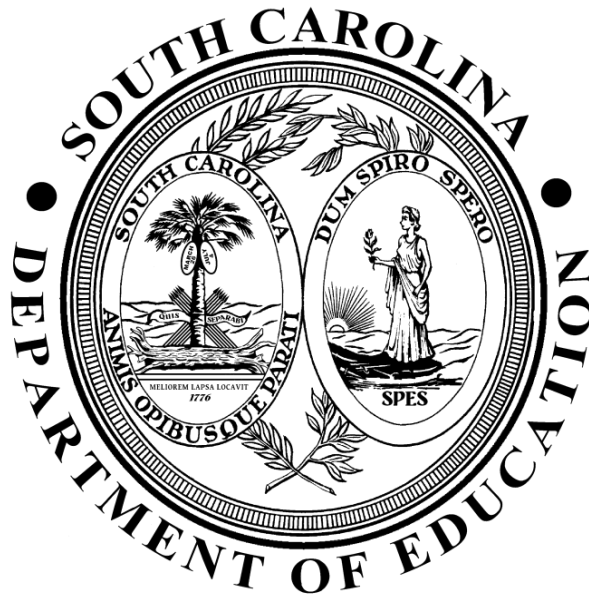


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION
SECRETARY TO THE STATE BOARD OF EDUCATION



ADEPT Support and Evaluation System
Guidelines
for School Librarians

South Carolina State Board of Education

June 8, 2021

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ADEPT Support and Evaluation Guidelines for School Librarians

June 2021

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The Legislative Mandate

SC Code Ann. § 59-26-30(B)(1), (3), and (5)

(B) For purposes of assisting, developing, and evaluating professional teaching, the State Board of Education acting through the State Department of Education shall:

(1) Adopt a set of state standards for teaching effectiveness which shall serve as a foundation for the processes used for assisting, developing, and evaluating teacher candidates, as well as teachers employed under induction, annual, or continuing contracts; . . .

(3) promulgate regulations to be used by local school districts for providing formalized induction programs for teachers employed under induction contracts, . . . (4) for evaluating and assisting teachers employed under annual contracts, [and]. . . (5) for conducting evaluations of teachers employed under continuing contracts. . . .

Background

Starting in spring 1999, work groups from districts and educator preparation programs convened to develop performance dimensions for school librarians. In April 2004, performance dimensions and formal evaluation models were approved for school counselors, school librarians, and speech-language professionals. In 2005, Regulation 43-205.1 was updated to align with amendments to the ADEPT statute. In 2006, the school librarian evaluation tool was republished with language aligned to those changes.

Following the full implementation of the South Carolina Teaching Standards for teacher evaluation in 2018–19, work groups from districts and educator preparation programs were again convened to update the evaluation instrument for school librarians to align with current national standards and the state evaluation process for teachers.

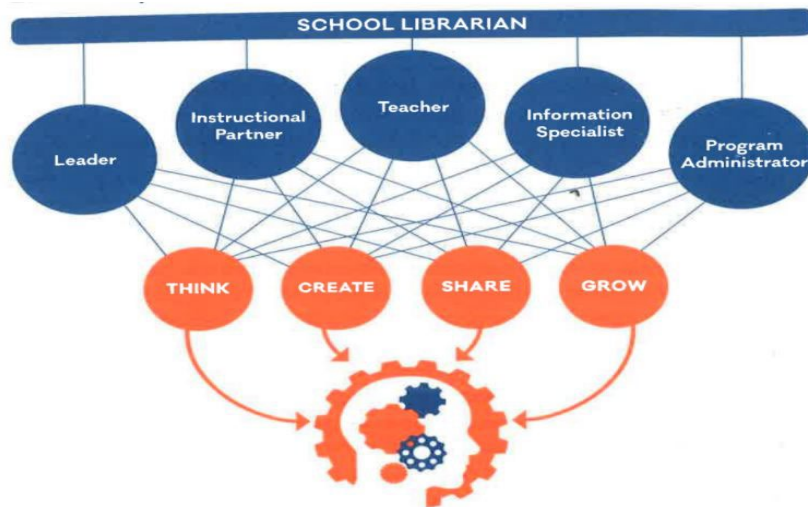
In 2020–2021 districts piloted the ADEPT for Special Areas guidelines and rubrics. Revisions to composite scoring and forms were made based on data and feedback from advisory groups, district effectiveness staff, evaluators, and educators within pilot districts.

Purpose

These guidelines are intended to supplement South Carolina’s Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system by providing appropriate standards and procedures for the performance evaluation of library media specialists at all [contract levels](#), consistent with the State Board of Education ADEPT regulation (R 43-205.1).

For the purpose of this document, the term school librarian refers to any individual who is employed in this professional capacity in a South Carolina public school and who holds South Carolina Department of Education certification as a school librarian/library media specialist.

ADEPT for School Librarians (ADEPT SL) aligns with the American Association of School Librarians (AASL).



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As shown above, “Learners are at the center of school librarians’ practice. As learning leaders, school librarians enact, model, and communicate the [AASL] Competencies in these [AASL] Domains through their teaching; collaborating with other educators; demonstrating expertise in finding, evaluating, curating, and ethically using information; and administering the school library” (AASL, 2018, pg. 16).

South Carolina School Librarian Rubric

Within ADEPT SL, the South Carolina School Librarian Rubric establishes the expectations for what school librarians are to know, be able to do, and carry out as an integral part of their practice. These expectations, called Indicators, are the foundation of strong practice and are designed to grow school librarians throughout their career continuum, beginning with preparation, and continuing through Induction, high-stakes performance evaluations, and ongoing professional growth and development. A school librarian’s proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entirety of the career.

There are twenty-one Indicators and they are grouped into four broad categories, or Domains:

<i>Instruction</i>	<i>Environment</i>	<i>Library Services & Management</i>	<i>Professionalism</i>
<ul style="list-style-type: none"> • Promoting Literacy • Promoting Inquiry • Motivating Learners • Librarian Knowledge of Learners • Learner Collaboration • Thinking • Problem Solving 	<ul style="list-style-type: none"> • Multiple Perspectives • Collaborative Conversations • Learning Environment • Learner Feedback • Learner Engagement 	<ul style="list-style-type: none"> • Seeking Information • Sharing & Crediting Sources • Resource Management • Library Administration 	<ul style="list-style-type: none"> • Collaboration • Ethical Use • Growing & Developing Professionally • Community Involvement • School Responsibilities

Each of these Indicators contains a set of Descriptors – the critical components of the Indicator. Together, the Indicators and Descriptors establish the proficiency expectations for each Domain. The Descriptors are not intended to be used as a checklist. Good teaching and service takes different forms, depending on the content, the students, and the intended outcomes. Oftentimes, a variety of instructional and assessment methods and approaches are equally viable. For this reason, a checklist is too restrictive to be used for gauging educator effectiveness.

All school librarians must be evaluated on a continuous basis (i.e., every year). The South Carolina School Librarian Rubric will be used to evaluate school librarians at the Induction, Annual, and Continuing-contract levels during the year of state recertification. A goals-based evaluation (GBE) aligned to the South Carolina School Librarian Rubric may be used for Continuing-contract school librarians during all other years.

Sources of Evidence

All ADEPT formative and summative evaluation systems must include multiple sources of evidence that reflect the typical performance of the school librarian relative to each of the Indicators. Evidence must be collected from the following sources, at a minimum. Evaluation teams may also request other sources of evidence to support the Indicator ratings.

1. School Librarian Plan

The School Librarian Plan includes: schedule, collection analysis, budget analysis, policies and procedures, goal, and school and community involvement. The School Librarian Plan is required for formative and summative evaluations, but is not required for goals-based evaluations.

As an option, the school librarian may bring any of the following to the School Librarian Plan Conference as requested by the evaluator:

- Lesson Plans
- Student Work Assessment Documentation
- Instructional Calendar
- Any Samples of:
 - Professional Development Training
 - Accolades or Other Special Acknowledgement of Merits
 - Published Works, Digital Footprint (i.e., website, blog, Twitter, other social media, professional journals, conferences, webinars, professional contacts with authors or other library professionals)
 - Presentation(s), Formal Recognition, or Awards

2. Pre-Conference Questions

3. Observations

4. Post-Conference Questions

Administrative Support

In order for the school librarians to successfully implement their roles and responsibilities as described in the assessment rubric, support by the school building administration is vital. Below are some suggestions for ways administrators can support each Domain of the South Carolina School Librarian Rubric.

Domain: Instruction

- Allow the school librarian to serve as a school information specialist by sharing knowledge and expertise. This could include presenting information through various formats, including staff development, faculty meetings, and digital communications, or serving on decision-making teams in the school.
- Support the school librarian's collaboration with other educators and the broader school community to facilitate students' academic and literacy growth.
- The collection of resources for the school librarian should align with the school's curriculum to support the instructional program of the school and district. See [Appendix L: Resource Alignment through Collection Mapping](#).

Domain: Environment

- The school librarian must have the proper support and resources to maintain a well-managed, safe, and welcoming environment that supports personalized learning and includes flexible and equitable access to physical and digital resources.

Domain: Library Services and Management

- It is important for the school librarian to have the necessary resources to manage resource collection through selection, processing, organization, inventory, repair, and weeding to ensure the collection is accurate, accessible, and current. [See South Carolina Standards for School Library Resource Collections](#).
- Support the school librarian's use of data to evaluate and develop a collection that prioritizes student learning and ensures support of school needs.

Domain: Professionalism

- Provide the school librarian with opportunities to form partnerships with local and global communities to promote student learning and their understanding of the value of a diverse society.

Evaluation Process Overview

Preliminary Approval Conference

The evaluator will meet with the school librarian to discuss and approve the School Librarian Plan in years of formative and summative evaluation.

Pre-Conferences

School librarians in years of formative or summative evaluation will receive full observations using the South Carolina School Librarian Rubric with pre- and post-conferences. These conferences are designed to promote reflection and encourage professional growth and development.

The purpose of the pre-conference is to collect evidence related to planning and to give the school librarian the opportunity to provide context for the lesson. Pre-conferences are implemented before announced observations.

- It is best practice for the school librarian to be notified of the date and time for the pre-conference at least three school days in advance.
- During the pre-conference, the evaluator can ask questions and collect evidence prior to the upcoming observation. Additionally, school librarians can ask their evaluators clarifying questions about the South Carolina School Librarian Rubric and/or specific Indicators within the rubric.

Observations

The purpose of the observations is to gather information about the school librarian's typical performance. All fall observations must be announced, and all spring observations must be unannounced. Each observation must cover a complete session. In addition to the required observations, evaluators may conduct optional walk-through observations as often as needed.

Reflections on Observations

- Following each required observation, the school librarian must complete the Self-Reflection. The purpose of this report is to allow the school librarian to reflect on their work and provide self-scores for each Indicator in the Instruction, Environment, and Library Services and Management Domains.
- All reflections are to be submitted to the evaluation team within two school days following the observation, unless an extension is approved by the evaluation team.
- The school librarian's Self-Reflection will be used for discussion during the post-conference.

Post-Conferences

The purpose of the post-conference is to provide school librarians the opportunity to reflect on their lesson.

- Prior to the post-conference, the evaluator will identify an area of reinforcement (i.e., area of strength) and an area of refinement (i.e., an area for improvement). These areas will be relative to the rubric Indicators and will be discussed with the school librarian during the post-conference. Scores will be shared during the Preliminary Evaluation Conference.
- The post-conference must occur within five school days of the observation.

Preliminary Evaluation Conference

When there are two or more evaluators on the evaluation team, the evaluators must reach consensus on all Indicator scores for the preliminary cycle and hold a Preliminary Evaluation Conference with the school librarian. The evaluation chair will share the preliminary cycle scores with the school librarian and discuss and approve the School Librarian Plan.

Professional Review

- During the final evaluation period, the building principal (or designated school- or district-level administrator as appropriate) must complete the Professionalism Scoring Rubric. The purpose of this review is to generate evaluation ratings for Indicators in the Professionalism Domain of the South Carolina School Librarian Rubric.
- During the final evaluation period, the school librarian must complete the Professional Self-Review. The purpose of this review is for the school librarian to reflect on his or her professional performance.

Final Evaluation Conference

When there are two or more evaluators on the evaluation team, the evaluators must reach consensus on all Indicator scores for the final cycle and hold a Final Evaluation Conference with the school librarian. The evaluation chair will share the final cycle scores with the school librarian and discuss and approve the School Librarian Plan.

School Librarians Serving in Multiple Schools

For the benefit of school librarians and the evaluation team, when the librarian is assigned to multiple schools, it is recommended that the evaluation process occur on one school campus, preferably the assigned home school.

ADEPT for School Librarians: Induction Formative

Purpose

The purpose of induction is to facilitate beginning school librarians' successful transition into the profession. The primary emphasis during this time is on the "assisting" component of the ADEPT System. Detailed information regarding this assistance process is contained in the [South Carolina Induction and Mentoring Guidelines \(2017\)](#).

As a part of the ADEPT assistance process, school districts must make certain that beginning school librarians are knowledgeable about ADEPT SL. However, the assistance process is not limited to providing these school librarians with instruction on the South Carolina School Librarian Rubric. The ultimate goal of the assistance process is, of course, to help them meet or exceed these performance expectations as part of their everyday practice.

Evaluation Team

- For the Induction contract level, evaluation team members must include a principal or administrative designee and a trained mentor. The principal or administrative designee will serve as the chair.
- The assigned mentor must meet all certification requirements as outlined in the Induction and Mentoring Guidelines. The mentor will not evaluate the school librarian's performance and should be specifically matched to the school librarian to provide more intensive and individualized support, beyond the level of support provided to other educators. Employing districts *may* assign qualified mentors to Induction 2 and Induction 3 school librarians, but such support is not required.

Orientation

- All Induction contract school librarians must receive a comprehensive orientation to the formative evaluation process. The orientation must include, at minimum, written and oral explanations of the South Carolina School Librarian Rubric or SCDE-approved alternative instrument, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.
- Additionally, prior to the beginning of the preliminary evaluation period, each school librarian must be informed of the name of his or her evaluator.

Induction Formative Evaluation Process

***Note: Mentor must be assigned**

Preliminary Cycle

Process	Description	Related Forms
Preliminary Approval Conference (can be combined with a pre-conference)	School Librarian develops the School Library Plan and meets with evaluation chair for discussion and approval.	<ul style="list-style-type: none"> • School Library Plan
Observation Cycle	Principal or Trained Administrative Designee Conducts ≥ 1 Observation <ul style="list-style-type: none"> • Announced • Pre-Conference • Post-Conference with Areas of Refinement and Reinforcement 	<ul style="list-style-type: none"> • Pre- and Post-Conference Forms • Self-Reflection
Preliminary Evaluation Conference (can be combined with post-conference of preliminary cycle)	School Librarian and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	<ul style="list-style-type: none"> • School Library Plan • Observation Summary Form

Final Cycle

Process	Description	Related Forms
Observation Cycle	Principal or Trained Administrative Designee Conducts ≥ 1 Observation <ul style="list-style-type: none"> • Unannounced (evaluator checks schedule prior to observation) • Post-Conference with Scores and Areas of Refinement & Reinforcement 	<ul style="list-style-type: none"> • Post-Conference Form • Self-Reflection
Final Evaluation Conference	School Librarian and evaluation chair meet for discussion and reflection. Overall results are shared.	<ul style="list-style-type: none"> • School Library Plan • Professionalism Review and Self-Review • Final Evaluation Conference Summary

Optional artifacts the school librarian can bring to Pre- and Post-Conferences: lesson plans, student work, assessment documentation, and/or instructional calendar.

Optional artifacts the school librarian can bring to the School Library Plan Conferences: documentation of professional development trainings, accolades or acknowledgement of merits, published works, digital footprints, presentations, etc.

ADEPT for School Librarians: Annual and Continuing Summative

Summative Evaluation Policy

- Continuing contract school librarians who are being recommended for summative evaluation the following school year must be notified in writing on or before the date the school district issues the written offer of employment or reemployment. The written notification must include the reason(s) that a summative evaluation is recommended, as well as a description of the summative evaluation process. Continuing contract school librarians who are new to the district must be advised at the time of their hiring if they are to receive a summative evaluation.
- Regulation 43-205.1 specifies that educators employed from out of state who receive a professional teaching certificate based on reciprocity are eligible for employment under an annual contract. If those educators meet the summative evaluation criteria in the preliminary evaluation period, they may have the final portion of the evaluation waived at the discretion of the school district. Educators must successfully complete the summative evaluation at the annual-contract level before they are eligible to receive a continuing contract.

Evaluation Teams For the Annual and Continuing Summative evaluations, the evaluation team must consist of a minimum of two members. One evaluator must be a principal or administrative designee and another evaluator must be a trained, certified school librarian/library media specialist.

- A minimum of three evaluators is required for the two groups of school librarians scheduled to undergo *highly consequential* formal evaluations (i.e., Annual contract school librarians who are undergoing their second summative evaluations and Annual contract school librarians who are returning to the field following ADEPT-related state sanctions and are undergoing their final required Summative evaluations). One of the three members of the evaluation team must be a certified librarian. All three evaluators must review all evidence collected and participate in the evaluation.

Orientation

All school librarians scheduled for Summative evaluation must receive a comprehensive orientation to the evaluation process prior to beginning the evaluation. The orientation must include, at minimum, written and oral explanations of the South Carolina School Librarian Rubric or SCDE-approved alternative instrument, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

Annual and Continuing Summative Evaluation Process

Preliminary Cycle

Process	Description	Related Forms
Preliminary Approval Conference (can be combined with a pre-conference)	School Librarian develops the School Library Plan and meets with evaluation chair for discussion and approval.	<ul style="list-style-type: none"> • School Library Plan
Observation Cycles	Principal or Trained Administrative Designee Conducts ≥ 1 Observation Content Expert Conducts ≥ 1 Observation Observations include: <ul style="list-style-type: none"> • Announced observation with Pre-Conference • Post-Conference with Areas of Refinement and Reinforcement 	<ul style="list-style-type: none"> • Pre- and Post-Conference Forms • Self-Reflection
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on scores.	<ul style="list-style-type: none"> • Consensus Scoring Form
Preliminary Evaluation Conference (can be combined with post-conference of preliminary cycle)	School Librarian and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	<ul style="list-style-type: none"> • School Library Plan • Consensus Scoring Form

Annual and Continuing Summative Evaluation Process Continued

Final Cycle

Process	Description	Related Forms
Observation Cycles	Principal or Trained Administrative Designee Conducts ≥ 1 Observation Content Expert Conducts ≥ 1 Observation Observations include: <ul style="list-style-type: none"> • Unannounced observation (evaluator checks schedule prior to observation) • Post-Conference with Areas of Refinement & Reinforcement 	<ul style="list-style-type: none"> • Post-Conference Form • Self-Reflection
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on scores.	<ul style="list-style-type: none"> • Consensus Scoring Form
Final Evaluation Conference	School Librarian and evaluation chair meet for discussion and reflection. Overall results are shared.	<ul style="list-style-type: none"> • School Library Plan • Professionalism Review and Self-Review • Final Evaluation Conference Summary

Optional artifacts the school librarian can bring to Pre- and Post-Conferences: lesson plans, student work, assessment documentation, and/or instructional calendar.

Optional artifacts the school librarian can bring to the School Library Plan Conferences: documentation of professional development trainings, accolades or acknowledgement of merits, published works, digital footprints, presentations, etc.

ADEPT for School Librarians: Annual Formative (Diagnostic Assistance)

Purpose

The purpose of diagnostic assistance is to allow districts to provide individualized support to Annual contract school librarians who have demonstrated potential but who are not yet ready to complete a summative evaluation. Diagnostic assistance may be provided either during the school librarian's first Annual contract year or following the school librarian's first unsuccessful formative evaluation.

Districts may consider results from Diagnostic Assistance evaluations when making subsequent employment decisions. Once the Diagnostic Assistance year is complete, the school district, at its discretion, may either employ the school librarian under another Annual contract or terminate the school librarian's employment. If employment is terminated, the school librarian may seek employment in another school district at the Annual contract level.

Mentoring

- The school district must assign a mentor to each Annual contract school librarian who is receiving diagnostic assistance.
- All mentors must be trained and assigned in accordance with the [South Carolina Induction and Mentoring Guidelines](#).
- The school district must ensure that the mentor has regular opportunities to observe, consult with, coach, give formative feedback to, and provide other types of assistance to the school librarian. The mentor should keep a log to document the assistance he or she has provided to the school librarian throughout the year.
- The mentor must *not* serve as an evaluator for the school librarian.

Evaluation Team

- The team members for the Annual contract school librarians undergoing Diagnostic Assistance must include a principal or administrative designee, a trained content expert, and a mentor. The trained content expert and mentors should be school librarians.
- The assigned mentor must meet all certification requirements as outlined in the Induction and Mentoring Guidelines. The mentor will not evaluate the school librarian's performance, and should be specifically matched to the school librarian to provide more intensive and individualized support, beyond the level of support provided to other educators.

Orientation

- All Annual Diagnostic Assistance contract school librarians must receive a comprehensive orientation to the formative evaluation process. The orientation must include, at minimum, written and oral explanations of the South Carolina School Librarian Rubric or SCDE-approved alternative instrument, the evaluation process, the evaluation timeline, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.
- Additionally, prior to the beginning of the preliminary evaluation period, each school librarian must be informed of the names of the members of his or her evaluation team.

Program Feedback and Improvement

- School districts must obtain feedback on an annual basis from participating educators, mentors, and supervisors regarding the implementation of the Diagnostic Assistance process.
- School districts must analyze this feedback and use the results to continuously improve the Diagnostic Assistance process.

Annual Formative (Diagnostic Assistance) Evaluation Process

***Note: Mentor must be assigned**

Preliminary Cycle

Process	Description	Related Forms
Preliminary Approval Conference (can be combined with a pre-conference)	School Librarian develops the School Library Plan and meets with evaluation chair for discussion and approval.	<ul style="list-style-type: none"> • School Library Plan
Observation Cycles	Principal or Trained Administrative Designee Conducts ≥ 1 Observation Content Expert Conducts ≥ 1 Observation Observations include: <ul style="list-style-type: none"> • Announced observation with Pre-Conference • Post-Conference with Areas of Refinement and Reinforcement 	<ul style="list-style-type: none"> • Pre- and Post-Conference Forms • Self-Reflection
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on scores.	<ul style="list-style-type: none"> • Consensus Scoring Form
Preliminary Evaluation Conference (can be combined with post-conference of preliminary cycle)	School Librarian and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	<ul style="list-style-type: none"> • School Library Plan • Consensus Scoring Form

Annual Formative (Diagnostic Assistance) Evaluation Process Continued

Final Cycle

Process	Description	Related Forms
Observation Cycles	Principal or Trained Administrative Designee Conducts ≥ 1 Observation Content Expert Conducts ≥ 1 Observation Observations include: <ul style="list-style-type: none"> • Unannounced observation (evaluator checks schedule prior to observation) • Post-Conference with Areas of Refinement & Reinforcement 	<ul style="list-style-type: none"> • Post-Conference Form • Self-Reflection
Consensus Meeting	A consensus meeting is held among all evaluators to reach consensus on scores.	<ul style="list-style-type: none"> • Consensus Scoring Form
Final Evaluation Conference	School Librarian and evaluation chair meet for discussion and reflection. Overall results are shared.	<ul style="list-style-type: none"> • School Library Plan • Professionalism Review and Self-Review • Final Evaluation Conference Summary

Optional artifacts the school librarian can bring to Pre- and Post-Conferences: lesson plans, student work, assessment documentation, and/or instructional calendar.

Optional artifacts the school librarian can bring to the School Library Plan Conferences: documentation of professional development trainings, accolades or acknowledgement of merits, published works, digital footprints, presentations, etc.

ADEPT for School Librarians: Continuing Formative (Comprehensive)

Purpose

All South Carolina Continuing contract school librarians will undergo an evaluation during their year of state recertification, or every five years, whichever is sooner. Most Continuing contract school librarians recertify every five years; their formative evaluations will occur at least once every five years in the year of state recertification, or more frequently at the discretion of the supervisor. National Board Certified school librarians must receive formative evaluations at least once every five years, even if their South Carolina recertification is less frequent. Formative evaluations are not to be confused with summative evaluations. These evaluations are *formative* and are designed to provide Continuing contract school librarians with comprehensive feedback related to their practice for professional growth and development purposes.

Continuing contract school librarians will receive one observation with conferences to evaluate and score the Indicators for the Instruction, Environment, and Library Services and Management Domains. All Continuing contract school librarians in their year of state recertification must receive at least one full observation during the preliminary cycle (i.e., fall semester). This observation will be announced and accompanied by a pre- and post-conference. If all Indicators are scored Proficient or higher during the preliminary cycle, observations scheduled for the final cycle (i.e., spring semester) can be waived at the evaluator's discretion.

Evaluation Team

The Principal or administrative designee will serve as the evaluator. Districts may elect to appoint a certified trained content expert if they wish to do so.

Continuing Formative (Comprehensive) Evaluation Process

Preliminary Cycle

Process	Description	Related Forms
Preliminary Approval Conference (can be combined with a pre-conference)	School Librarian develops the School Library Plan and meets with evaluation chair for discussion and approval.	<ul style="list-style-type: none"> • School Library Plan
Observation Cycle	Principal or Trained Administrative Designee Conducts ≥ 1 Observation <ul style="list-style-type: none"> • Announced • Pre-Conference • Post-Conference with Areas of Refinement and Reinforcement 	<ul style="list-style-type: none"> • Pre- and Post-Conference Forms • Self-Reflection
Preliminary Evaluation Conference (can be combined with post-conference of preliminary cycle)	School Librarian and evaluation chair meet for discussion and reflection. Preliminary cycle scores are shared.	<ul style="list-style-type: none"> • School Library Plan • Observation Summary Form

Final Cycle

Process	Description	Related Forms
Observation Cycle **Can be waived at evaluator's discretion if all observation scores for preliminary cycle are scored proficient or above.	Principal or Trained Administrative Designee Conducts ≥ 1 Observation <ul style="list-style-type: none"> • Unannounced (evaluator checks schedule prior to observation) • Post-Conference with Scores and Areas of Refinement & Reinforcement 	<ul style="list-style-type: none"> • Post-Conference Form • Self-Reflection
Final Evaluation Conference	School Librarian and evaluation chair meet for discussion and reflection. Overall results are shared.	<ul style="list-style-type: none"> • School Library Plan • Professionalism Review and Self-Review • Final Evaluation Conference Summary

Optional artifacts the school librarian can bring to Pre- and Post-Conferences: lesson plans, student work, assessment documentation, and/or instructional calendar.

Optional artifacts the school librarian can bring to the School Library Plan Conferences: documentation of professional development trainings, accolades or acknowledgement of merits, published works, digital footprints, presentations, etc.

ADEPT for School Librarians: Continuing and Annual Goals-Based Evaluation

The primary purpose of the Goals-Based Evaluation (GBE) is to promote continuous, self-directed professional development. Through the GBE process, experienced, successful library media specialists are encouraged to stretch themselves professionally by engaging in meaningful learning experiences. The primary role of supervisors is to facilitate, not control, the GBE process.

- School librarians must be evaluated on a continuous basis (i.e., every year). The evaluation for librarians on Continuing contract may be summative, formative, or goals-based, at the discretion of the local school district.
- School librarians employed under Annual contracts who have successfully completed the formal evaluation process during the previous Annual contract year are eligible to participate in GBE, at the discretion of their respective school districts.

Goals-Based Evaluation Requirements

All school librarians participating in the GBE process must write at least one professional growth and development goal. At the discretion of the employing school district, one or more professional growth and development goals can be assigned. These goals should adhere to the following requirements:

- Each goal should be Specific, Measurable, Attainable, Results-oriented, and Time bound (SMART).
- Each goal must be aligned with one or more of the Indicators. If performance weaknesses are identified, one or more goals must address the Indicators where weaknesses are identified.
- The school librarians must indicate how at least one goal will impact student growth.
- The professional growth and development goal will be approved by the supervisor during the Preliminary Approval Conference.

Yearly Goals-Based Evaluation Reviews

- The school librarian must prepare the agreed-upon evidence of his or her progress toward meeting each goal for the year and must submit the evidence to the appropriate supervisor prior to May 1 of that year.
- The supervisor must review the evidence, prepare a written evaluation summary and recommendations, and meet with the school librarian for an annual review of performance and progress prior to May 1 of each school year. At this meeting, the supervisor and school librarian will review the evidence for the targeted goal(s) and discuss the recommendations.
- If performance weaknesses are identified but Summative evaluation is not recommended, goals must be developed or amended to address these weaknesses. However, no more than three goals can be required for any one year.
- If performance weaknesses are identified and Summative evaluation is recommended, the school librarian must be notified in writing on or before May 1. The written notification

must include a clear reason that relates to weaknesses in one or more of the South Carolina School Librarian Rubric Indicators.

Scoring Procedures

Scoring procedures will vary slightly, depending upon the contract level of the school librarian.

Scoring for Induction Contract and Continuing Contract Formative

- Evidence from each individual observation is used by the principal or administrative designee to determine scores for each Indicator and Domain.
- Observations are used as part of the scoring of the Instruction, Environment, and Library Services and Management Domains.
- The Professionalism Domain is scored in the spring, at the very end of the formative evaluation period.
- School librarians receive observation scores following the preliminary and final evaluation cycles.
- During post-conferences, school librarians receive an area of reinforcement and refinement.
- Following each observation, the evaluator will score each Indicator using the scoring forms. Once scores have been recorded, the evaluator will store the evidence electronically or in hard copy.
- At the Continuing contact formative level, if the school librarian receives all 3s and/or 4s on the observations for the preliminary cycle, the evaluator can waive the observation during the final cycle.
- At the conclusion of the final evaluation cycle, the principal or administrative designee must complete the Professional Review of the school librarian. The Professional Review is used to determine the school librarian's Professionalism score.
- During the final scoring meeting, the evaluator will share and discuss the school librarian's final evaluation rating.
- Final scoring meetings must occur prior to the May 1 contract deadline.

Consensus Scoring for Annual and Continuing Summative Contract Level

- Scores and evidence from each individual observation are used by the evaluation team to reach consensus for each Indicator and Domain.
- Observations are used as part of the scoring of the Instruction, Environment, and Library Services and Management Domains.
- The Professionalism Domain is scored in the spring, at the very end of the summative evaluation period.
- With the consensus approach, school librarians receive consensus scores following the preliminary and final evaluation cycles. The preliminary conference does not need to include an overall composite score as the Professionalism Domain is not required until spring.
- During post-conferences, school librarians receive an area of reinforcement and refinement.

- Following each observation, the evaluator will score each Indicator using the scoring forms. Once scores have been recorded, the evaluator will store the evidence electronically or in hard copy. Evaluation evidence is maintained by the evaluation team chair.
- Following the preliminary cycle, after which each certified evaluator has conducted at least one observation, a consensus meeting will occur. Consensus meetings must be held with all evaluators present.
- During the consensus meeting, the evaluation team will discuss scores for each Indicator. Consensus must be reached on the scores for each Indicator. If the evaluation team cannot reach consensus, an additional team member, who must be evaluator certified, can be brought in to resolve the scoring disagreement(s).
- Once consensus scores have been established, the evaluator will schedule a meeting with the school librarian to discuss the scores. The meeting must occur no later than five school days following the consensus meeting.
- Two scoring meetings must occur during the evaluation period, one for the preliminary cycle (fall semester) and one for the final cycle (spring semester).
- Prior to the consensus meeting for the final evaluation cycle, the evaluation chair must have the scored Professional Review from the building principal or administrative designee. The building principal or administrative designee must complete one Professional Review of the school librarian being evaluated at the conclusion of the final evaluation cycle. The scored Professional Review is used to determine the school librarian's Professionalism score.
- During the final scoring meeting, the evaluation team chair will share and discuss the school librarian's final evaluation rating.
- Final scoring meetings must occur prior to the May 1 contract deadline.

Domain Weightings

The following weightings will be applied to each domain:

- Instruction = 30 percent
- Environment = 20 percent
- Library Services and Management = 40 percent
- Professionalism = 10 percent

Overall Evaluation Ratings

The table below can be used to determine the appropriate ratings associated with each composite score. These ranges are also used to program the forms and calculations inside the educator effectiveness data management system, SCLead.org.

Composite Score Range	ADEPT for SL Rating	Overall Effectiveness Rating
1.00–1.50	Unsatisfactory	Not Met
1.51–2.50	Needs Improvement	Not Met
2.51–3.50	Proficient	Met
3.51–4.00	Exemplary	Met

In the event a school librarian receives an Unsatisfactory rating on any one Domain, the overall effectiveness rating is Unsatisfactory and reported as “Not Met”. Annually, districts will report evaluation data to the SBE including, but not limited to, overall effectiveness ratings and indicator-level scores. Per Section 59-18-1960, “[E]ducator effectiveness data must be exempt from public disclosure pursuant to Section 30-4-30, and may not be subject to the South Carolina Freedom of Information Act.”

Alternative, Aligned District-Developed Systems for Evaluation

Districts have flexibility to develop an alternative, aligned approach to evaluation of professional practice. Any school district, school-based program, or school librarian education program that proposes using an alternative to the SCDE (state model) rubric for evaluating and supporting school librarians must present, as part of the annual ADEPT plan, a description that verifies rubric alignment to the four South Carolina School Library Domains and related indicators and evidence that the proposed alternative standards and/or models meet expectations outlined within these guidelines. Additionally, alternative models must yield educator effectiveness ratings that are aligned with the state’s reporting system and can be reported annually to the SCDE in the standard statewide reporting format. All alternative educator support and evaluation standards and/or models must be reviewed and approved by the SCDE prior to implementation.

ADEPT for School Librarians Training Requirements

Those educators who are responsible for implementing ADEPT SL must successfully complete one or more of the two levels of training:

School Librarian trainer training is required for all educators who seek to train other educators to become ADEPT SL evaluators.

- The primary purpose of this training is to ensure *fidelity of implementation* of ADEPT SL.
- To be eligible to provide face-to-face ADEPT SL evaluator training, an educator must:
 - Have completed ADEPT SL evaluator training, and
 - Be recommended for the training by a school district administrator or a faculty member at an educator preparation program
- The School Librarian trainer tutorial is designed to acquaint the trainer-in-training with the requirements for evaluator training, including the agenda, materials, and evaluation rubric.

School Librarian evaluator training is required for all educators who serve on ADEPT evaluation teams for school librarians employed at the Induction, Annual, and Continuing contract levels.

- The primary purpose of evaluator training is to ensure *reliability*.
- To be eligible to participate in the School Librarian evaluator training, an educator must:
 - Be recommended for the training by a school district administrator or a faculty member at an educator preparation program.

The School Librarian evaluator training must be conducted by a certified ADEPT SL trainer and must include the entire module provided by the SCDE.

References

American Association of School Librarians. (2018) *The National School Library Standards for Learners, School Librarians, and School Libraries* American Library Association.

Appendix A: South Carolina School Librarian Rubric

Based on nationally normed, research-based standards, the *South Carolina Educator Evaluation Rubrics* clearly define effective teaching and student-centered instruction. The rubric provides educators with a common language for observation, feedback, and support, and it fosters collaboration around instructional practices. The vision represented within the rubric maximizes instructional excellence and correlates with student achievement.

The South Carolina School Librarian Evaluation Rubric brings a comprehensive focus on four key domains: **Instruction, Environment, Library Services and Management, and Professionalism.**

Instruction	Environment	Library Services and Management	Professionalism
<ol style="list-style-type: none">Promoting LiteracyPromoting InquiryMotivating LearnersLibrarian Knowledge of LearnersLearner CollaborationThinkingProblem-Solving	<ol style="list-style-type: none">Multiple PerspectivesCollaborative ConversationsLearning EnvironmentLearner FeedbackLearner Engagement	<ol style="list-style-type: none">Seeking InformationSharing and Crediting SourcesResource ManagementLibrary Administration	<ol style="list-style-type: none">CollaborationEthical UseGrowing and Developing ProfessionallyCommunity InvolvementSchool Responsibilities

Performance definitions are provided at levels *Exemplary (4)*, *Proficient (3)*, *Needs Improvement (2)*, and *Unsatisfactory (1)*.

INSTRUCTION

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p style="text-align: center;">Promoting Literacy</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • Pre-conference Question 1 • Post-conference Question 1 • Observation 	<p>The school librarian builds learners' personal curiosity by:</p> <ul style="list-style-type: none"> • Consistently encouraging all learners to read widely and deeply in multiple genres. • Consistently encouraging all learners to write and create for a variety of purposes, including reading for pleasure. • Consistently challenging all learners to question assumptions and possible misconceptions. 	<p>The school librarian builds learners' personal curiosity by:</p> <ul style="list-style-type: none"> • Often encouraging learners to read widely and deeply in multiple genres. • Often encouraging learners to write and create for a variety of purposes, including reading for pleasure. • Often challenging learners to question assumptions and possible misconceptions. 	<p>The school librarian somewhat builds learners' personal curiosity by:</p> <ul style="list-style-type: none"> • Sometimes encouraging learners to read widely and deeply in multiple genres. • Sometimes encouraging learners to write and create for a variety of purposes, including reading for pleasure. • Sometimes challenging learners to question assumptions and possible misconceptions. 	<p>The school librarian rarely builds learners' personal curiosity by:</p> <ul style="list-style-type: none"> • Encouraging learners to read widely and deeply in multiple genres. • Encouraging learners to write and create for a variety of purposes, including reading for pleasure. • Challenging learners to question assumptions and possible misconceptions.
<p style="text-align: center;">Promoting Inquiry</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • Pre-conference Question 2 • Post-conference Question 2 • Observation 	<p>The school librarian consistently guides learners to implement an inquiry-based research process by:</p> <ul style="list-style-type: none"> • Explicitly and consistently leading and assisting learners through the inquiry-based research process. • Consistently and explicitly modeling the response to a need to gather and organize information. • Consistently designing opportunities for learners to explore possible information sources, share products, and reflect on the learning process. 	<p>The school librarian guides learners to implement an inquiry-based research process by:</p> <ul style="list-style-type: none"> • Regularly leading and assisting learners through the inquiry-based research process. • Regularly modeling the response to a need to gather and organize information. • Regularly designing opportunities for learners to explore possible information sources, share products, and reflect on the learning process. 	<p>The school librarian somewhat guides learners to implement an inquiry-based research process by:</p> <ul style="list-style-type: none"> • Sometimes leading and assisting learners through the inquiry-based research process. • Sometimes modeling the response to a need to gather and organize information. • Sometimes designing opportunities for learners to explore possible information sources, share products, and reflect on the learning process. 	<p>The school librarian rarely guides learners to implement an inquiry-based research process by:</p> <ul style="list-style-type: none"> • Leading and assisting learners through the inquiry-based research process. • Modeling the response to a need to gather and organize information. • Designing opportunities for learners to explore possible information sources, share products, and reflect on the learning process.
<p style="text-align: center;">Motivating Learners</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • Pre-conference Question 3 • Post-conference Question 3 • Observation 	<p>The school librarian promotes engagement by:</p> <ul style="list-style-type: none"> • Consistently activating learners' prior knowledge as context for constructing new meaning. • Consistently providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance. • Consistently facilitating the development of products that focus on learners' individual areas of interest, illustrate new knowledge, or make real-world connections. 	<p>The school librarian promotes engagement by:</p> <ul style="list-style-type: none"> • Regularly activating learners' prior knowledge as context for constructing new meaning. • Regularly providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance. • Usually facilitating the development of products that focus on learners' individual areas of interest, illustrate new knowledge, or make real-world connections. 	<p>The school librarian somewhat promotes engagement by:</p> <ul style="list-style-type: none"> • Sometimes activating learners' prior knowledge as context for constructing new meaning. • Sometimes providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance. • Sometimes facilitating the development of products that focus on learners' individual areas of interest, illustrate new knowledge, or make real-world connections. 	<p>The school librarian rarely promotes engagement by:</p> <ul style="list-style-type: none"> • Activating learners' prior knowledge as context for constructing new meaning. • Providing strategies for formulating questions and learning more about a topic of personal interest or curricular relevance. • Facilitating the development of products that focus on learners' individual areas of interest, illustrate new knowledge, or make real-world connections.

INSTRUCTION, *continued*

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Librarian Knowledge of Learners</p> <p><i>Sources of Evidence</i></p> <ul style="list-style-type: none"> • Observation • Pre-conference Question 4 • Post-conference Question 4 	<p>The school librarian supports learners by:</p> <ul style="list-style-type: none"> • Consistently implementing plans that address all learners’ anticipated learning difficulties and knowledge gaps. • Always guiding learners to engage with points of views and opinions expressed in information resources and learning products. • Consistently differentiating instruction to support all learners and their understandings of globally diverse and culturally relevant sources. 	<p>The school librarian supports learners by:</p> <ul style="list-style-type: none"> • Regularly implementing plans that address some learners’ anticipated learning difficulties and knowledge gaps. • Regularly guiding learners to engage with points of views and opinions expressed in information resources and learning products. • Regularly differentiating instruction to support learners and their understandings of globally diverse and culturally relevant sources. 	<p>The school librarian somewhat supports learners by:</p> <ul style="list-style-type: none"> • Sometimes implementing plans that address some learners’ anticipated learning difficulties and knowledge gaps. • Sometimes guiding learners to engage with points of views and opinions expressed in information resources and learning products. • Sometimes differentiating instruction to support learners and their understandings of globally diverse and culturally relevant sources. 	<p>The school librarian rarely supports learners by:</p> <ul style="list-style-type: none"> • Implementing plans that address learners’ anticipated learning difficulties and knowledge gaps. • Guiding learners to engage with points of views and opinions expressed in information resources and learning products. • Differentiating instruction to support learners and their understandings of globally diverse and culturally relevant sources.
<p>Learner Collaboration</p> <p><i>Sources of Evidence</i></p> <ul style="list-style-type: none"> • Observation 	<p>The school librarian facilitates collaboration by:</p> <ul style="list-style-type: none"> • Always challenging learners to work with others to broaden and deepen understandings. • Consistently scaffolding enactment of learning-group roles to enable the development of new understandings within a group. • Always organizing learner groups for decision-making and problem-solving. 	<p>The school librarian facilitates collaboration by:</p> <ul style="list-style-type: none"> • Regularly challenging learners to work with others to broaden and deepen understandings. • Usually scaffolding enactment of learning-group roles to enable the development of new understandings within a group • Usually organizing learner groups for decision-making and problem-solving. 	<p>The school librarian somewhat facilitates collaboration by:</p> <ul style="list-style-type: none"> • Sometimes challenging learners to work with others to broaden and deepen understandings. • Sometimes scaffolding enactment of learning-group roles to enable the development of new understandings within a group. • Sometimes organizing learner groups for decision-making and problem-solving. 	<p>The school librarian rarely facilitates collaboration by:</p> <ul style="list-style-type: none"> • Challenging learners to work with others to broaden and deepen understandings. • Scaffolding enactment of learning-group roles to enable the development of new understandings within a group. • Organizing learner groups for decision making and problem-solving.

INSTRUCTION, *continued*

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Thinking <u>Sources of Evidence</u> <ul style="list-style-type: none"> • SLP Lesson Plans • Observation 	<p>In the context of a lesson, the school librarian always thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where learners analyze, compare and contrast, and evaluate and explain information; • practical thinking where learners use, apply, and implement what they learn in real-life scenarios; • creative thinking where learners create, design, imagine, and suppose; and • research-based thinking where learners explore and review a variety of ideas, models, and solutions to problems. <p>The lesson consistently provides opportunities where learners:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives, and • analyze problems from multiple perspectives and viewpoints. 	<p>In the context of a lesson, the school librarian thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where learners analyze, compare and contrast, and evaluate and explain information; • practical thinking where learners use, apply, and implement what they learn in real-life scenarios; • creative thinking where learners create, design, imagine, and suppose; and • research-based thinking where learners explore and review a variety of ideas, models, and solutions to problems. <p>The lesson usually provides opportunities where learners:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives, and • analyze problems from multiple perspectives and viewpoints. 	<p>In the context of a lesson, the school librarian somewhat thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where learners analyze, compare and contrast, and evaluate and explain information; • practical thinking where learners use, apply, and implement what they learn in real-life scenarios; • creative thinking where learners create, design, imagine, and suppose; and • research-based thinking where learners explore and review a variety of ideas, models, and solutions to problems. <p>The lesson sometimes provides opportunities where learners:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives, and • analyze problems from multiple perspectives and viewpoints. 	<p>In the context of a lesson, the school librarian rarely thoroughly teaches one type of thinking:</p> <ul style="list-style-type: none"> • analytical thinking where learners analyze, compare and contrast, and evaluate and explain information; • practical thinking where learners use, apply, and implement what they learn in real-life scenarios; • creative thinking where learners create, design, imagine, and suppose; and • research-based thinking where learners explore and review a variety of ideas, models, and solutions to problems. <p>The lesson rarely provides opportunities where learners:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives, and • analyze problems from multiple perspectives and viewpoints.
Problem-Solving <u>Sources of Evidence</u> <ul style="list-style-type: none"> • SLP Lesson Plans • Observation 	<p>The school librarian consistently implements activities that teach and reinforce two or more of the following information literacy skills:</p> <ul style="list-style-type: none"> • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies 	<p>The school librarian regularly implements activities that teach and reinforce two of the following information literacy skills:</p> <ul style="list-style-type: none"> • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies 	<p>The school librarian sometimes implements activities that teach and reinforce two of the following information literacy skills:</p> <ul style="list-style-type: none"> • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies 	<p>The school librarian rarely implements activities that teach and reinforce two of the following information literacy skills:</p> <ul style="list-style-type: none"> • Critical Thinking • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Evaluating Information • Ethical Use of Information • Information Seeking Strategies • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing • Synthesizing Information • Self-Assessment Strategies
Description of Qualifying Measures	<ul style="list-style-type: none"> • Consistent evidence of student-centered learning/student ownership of learning • Teacher facilitates the learning 	<ul style="list-style-type: none"> • Some evidence of student-centered learning/student ownership of learning • Teacher facilitates the learning 	<ul style="list-style-type: none"> • Moving toward student-centered learning/student ownership of learning • Consistent reliance on teacher direction 	<ul style="list-style-type: none"> • Heavy emphasis on teacher direction • Minimal evidence of student ownership of learning

ENVIRONMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Multiple Perspectives</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Lesson Plans • Schedule 	<p>The school librarian establishes opportunities for learners to think globally by:</p> <ul style="list-style-type: none"> • Consistently providing opportunities for all learners to interact with others who reflect a range of perspectives. • Consistently devising learning activities that require learners to evaluate and articulate a variety of perspectives. 	<p>The school librarian establishes opportunities for learners to think globally by:</p> <ul style="list-style-type: none"> • Regularly providing opportunities for learners to interact with others who reflect a range of perspectives. • Usually devising learning activities that require learners to evaluate and articulate a variety of perspectives. 	<p>The school librarian sometimes establishes opportunities for learners to think globally by:</p> <ul style="list-style-type: none"> • Providing opportunities for learners to interact with others who somewhat reflect a range of perspectives. • Devising learning activities that somewhat require learners to evaluate and articulate a variety of perspectives. 	<p>The school librarian rarely establishes opportunities for learners to think globally by:</p> <ul style="list-style-type: none"> • Providing opportunities for learners to interact with others who reflect a range of perspectives. • Devising learning activities that require learners to evaluate and articulate a variety of perspectives.
<p>Collaborative Conversations</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Lesson Plans • School/District and Community Involvement 	<p>The school librarian fosters active participation by:</p> <ul style="list-style-type: none"> • Consistently creating a learning environment in which all learners respect diverse perspectives. • Consistently and intentionally guiding learners to actively contribute to discussions in which multiple viewpoints on a topic are expressed. 	<p>The school librarian fosters active participation by:</p> <ul style="list-style-type: none"> • Mostly creating a learning environment in which learners respect diverse perspectives. • Often guiding learners to actively contribute to discussions in which multiple viewpoints on a topic are expressed. 	<p>The school librarian sometimes fosters active participation by:</p> <ul style="list-style-type: none"> • Creating a learning environment in which learners somewhat respect diverse perspectives. • Guiding learners to somewhat actively contribute to discussions in which multiple viewpoints on a topic are expressed. 	<p>The school librarian rarely fosters active participation by:</p> <ul style="list-style-type: none"> • Creating a learning environment in which learners respect diverse perspectives. • Guiding learners to actively contribute to discussions in which multiple viewpoints on a topic are expressed.
<p>Learning Environment</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Policies and Procedures • Observation 	<p>The school librarian fosters curiosity by:</p> <ul style="list-style-type: none"> • Consistently and intentionally creating an atmosphere in which all learners feel safe, empowered, and interactions are learner-initiated. • Consistently and intentionally initiating opportunities that allow learners to demonstrate interest in their own learning and other perspectives. • Consistently and intentionally arranging resources, technology, and equipment purposefully in a safe, attractive, open, and accessible environment. 	<p>The school librarian fosters curiosity by:</p> <ul style="list-style-type: none"> • Mostly creating an atmosphere in which most learners feel safe, empowered, and interactions are learner-initiated. • Regularly initiating opportunities that allow learners to demonstrate interest in their own learning and other perspectives. • Mostly arranging resources, technology, and equipment purposefully in a safe, attractive, open, and accessible environment. 	<p>The school librarian sometimes fosters curiosity by:</p> <ul style="list-style-type: none"> • Creating an atmosphere in which learners feel somewhat safe, empowered, and interactions are learner-initiated. • Sometimes initiating opportunities that allow learners to demonstrate interest in their own learning and other perspectives. • Sometimes arranging resources, technology, and equipment purposefully in a safe, attractive, open, and accessible environment. 	<p>The school librarian rarely fosters curiosity by:</p> <ul style="list-style-type: none"> • Creating an atmosphere in which learners feel safe, empowered, and interactions are learner-initiated. • Initiating opportunities that allow learners to demonstrate interest in their own learning and other perspectives. • Purposefully arranging resources, technology, and equipment in a safe, attractive, open, and accessible environment.

ENVIRONMENT, *continued*

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p style="text-align: center;">Learner Feedback</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Lesson Plans • Collection Analysis 	<p>The school librarian helps learners develop by:</p> <ul style="list-style-type: none"> • Consistently fostering an atmosphere in which constructive feedback is openly accepted. • Consistently giving feedback that is focused, frequent, and high-quality. • Consistently circulating during instructional activities to offer feedback and assess progress. 	<p>The school librarian helps learners develop by:</p> <ul style="list-style-type: none"> • Fostering an atmosphere in which constructive feedback is mostly openly accepted. • Giving feedback that is mostly focused, frequent, and high-quality. • Circulating often during instructional activities to offer feedback and assess progress. 	<p>The school librarian sometimes helps learners develop by:</p> <ul style="list-style-type: none"> • Fostering an atmosphere in which constructive feedback is somewhat openly accepted. • Giving feedback that is somewhat focused, frequent, and high-quality. • Circulating sometimes during instructional activities to offer feedback and assess progress. 	<p>The school librarian rarely helps learners develop by:</p> <ul style="list-style-type: none"> • Fostering an atmosphere in which constructive feedback is openly accepted. • Giving feedback that is mostly focused, frequent, and high-quality. • Circulating during instructional activities to offer feedback and assess progress.
<p style="text-align: center;">Learner Engagement</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • SLP Lesson Plans • Schedule 	<p>The school librarian supports learners' engagement with information by:</p> <ul style="list-style-type: none"> • Consistently and intentionally structuring a learning environment for innovative use of information and information technologies. • Consistently championing and modeling safe, responsible, ethical, legal, and innovative information behaviors. 	<p>The school librarian regularly supports learners' engagement with information by:</p> <ul style="list-style-type: none"> • Mostly structuring a learning environment for innovative use of information and information technologies. • Often championing and modeling safe, responsible, ethical, legal, and innovative information behaviors. 	<p>The school librarian somewhat supports learners' engagement with information by:</p> <ul style="list-style-type: none"> • Somewhat structuring a learning environment for innovative use of information and information technologies. • Sometimes championing and modeling safe, responsible, ethical, legal, and innovative information behaviors. 	<p>The school librarian rarely supports learners' engagement with information by:</p> <ul style="list-style-type: none"> • Structuring a learning environment for innovative use of information and information technologies. • Championing and modeling safe, responsible, ethical, legal, and innovative information behaviors.

LIBRARY SERVICES AND MANAGEMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p style="text-align: center;">Seeking Information</p> <p><i>Sources of Evidence</i></p> <ul style="list-style-type: none"> • <i>SLP Lesson Plans</i> • <i>Observation</i> 	<p>The school librarian supports learners to seek information by:</p> <ul style="list-style-type: none"> • Consistently encouraging learners to formulate questions about validity and accuracy of information. • Consistently activating learners' background knowledge as context. • Consistently guiding learners to make critical choices about information resources to use. 	<p>The school librarian supports learners to seek information by:</p> <ul style="list-style-type: none"> • Regularly encouraging learners to formulate questions about validity and accuracy of information. • Usually activating learners' background knowledge as context. • Regularly guiding learners to make critical choices about information resources to use. 	<p>The school librarian somewhat supports learners to seek information by:</p> <ul style="list-style-type: none"> • Sometimes encouraging learners to formulate questions about validity and accuracy of information. • Sometimes activating learners' background knowledge as context. • Sometimes guiding learners to make critical choices about information resources to use. 	<p>The school librarian rarely supports learners to seek information by:</p> <ul style="list-style-type: none"> • Encouraging learners to formulate questions about validity and accuracy of information. • Activating learners' background knowledge as context. • Guiding learners to make critical choices about information resources to use.
<p style="text-align: center;">Sharing and Crediting Sources</p> <p><i>Sources of Evidence</i></p> <ul style="list-style-type: none"> • <i>SLP Lesson Plans</i> • <i>Newsletter</i> • <i>Policies and Procedures</i> 	<p>The school librarian guides valid information exchange by:</p> <ul style="list-style-type: none"> • Always cultivating an environment that encourages learners to access, ethically use, and share information. • Consistently and intentionally modeling the ethical use of a variety of communication tools, technology, and information resources. • Consistently requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. 	<p>The school librarian guides valid information exchange by:</p> <ul style="list-style-type: none"> • Cultivating an environment that mostly encourages learners to access, ethically use, and share information. • Regularly modeling the ethical use of a variety of communication tools, technology, and information resources. • Usually requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. 	<p>The school librarian somewhat guides valid information exchange by:</p> <ul style="list-style-type: none"> • Sometimes cultivating an environment that encourages learners to access, ethically use, and share information. • Sometimes modeling the ethical use of a variety of communication tools, technology, and information resources. • Sometimes requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. 	<p>The school librarian rarely guides valid information exchange by:</p> <ul style="list-style-type: none"> • Cultivating an environment that encourages learners to access, ethically use, and share information. • Modeling the ethical use of a variety of communication tools, technology, and information resources. • Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others.
<p style="text-align: center;">Resource Management</p> <p><i>Sources of Evidence</i></p> <ul style="list-style-type: none"> • <i>SLP Collection/Budget Analysis</i> 	<p>The school librarian manages library resources by always appropriately:</p> <ul style="list-style-type: none"> • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a diverse collection of resources and technologies. 	<p>The school librarian manages library resources by appropriately:</p> <ul style="list-style-type: none"> • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a diverse collection of resources and technologies. 	<p>The school librarian sometimes manages library resources by appropriately:</p> <ul style="list-style-type: none"> • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a diverse collection of resources and technologies. 	<p>The school librarian rarely manages library resources by appropriately:</p> <ul style="list-style-type: none"> • selecting, • acquiring, • organizing, • circulating, • maintaining, • providing access to, and • promoting the use of a diverse collection of resources and technologies.

LIBRARY SERVICES AND MANAGEMENT

	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
<p>Library Administration</p> <p><u>Sources of Evidence</u></p> <ul style="list-style-type: none"> • <i>SLP Schedule</i> 	<p>The school librarian manages the library program by:</p> <ul style="list-style-type: none"> • Always and consistently ensuring the efficient use of available space and resources. • Strategically and consistently planning a library media program that supports the learning goals of the school community. 	<p>The school librarian manages the library program by:</p> <ul style="list-style-type: none"> • Mostly ensuring the efficient use of available space and resources. • Strategically planning a library media program that mostly supports the learning goals of the school community. 	<p>The school librarian manages the library program by:</p> <ul style="list-style-type: none"> • Sometimes ensuring the efficient use of available space and resources. • Sometimes strategically planning a library media program that supports the learning goals of the school community. 	<p>The school librarian manages the library program by:</p> <ul style="list-style-type: none"> • Rarely ensuring the efficient use of available space and resources. • Rarely strategically planning a library media program that supports the learning goals of the school community.

PROFESSIONALISM

Indicator	Performance Standard	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
Collaboration <u>Sources of Evidence</u> <ul style="list-style-type: none"> SLP: Schedule, Lesson Plans School/district and community involvement 	<ul style="list-style-type: none"> Solicits, listens to, and responds to feedback 	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> Advocates and models respect for diverse perspectives 	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> Communicates with teachers and other staff to support instruction and coordinate equitable access to the library 	Always	Often	Sometimes	Rarely
Ethical Use <u>Sources of Evidence</u> <ul style="list-style-type: none"> SLP: Policies and Procedures 	<ul style="list-style-type: none"> Champions, models, informs, and monitors the legal and ethical use of information, technology, and media within the library 	Always	Often	Sometimes	Rarely
Growing and Developing Professionally <u>Sources of Evidence</u> <ul style="list-style-type: none"> SLP: Resource Alignment Goals 	<ul style="list-style-type: none"> Actively seeks diverse opportunities for relevant professional development 	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> Is prepared and participates in professional development meetings 	Always	Often	Sometimes	Rarely
	<ul style="list-style-type: none"> Participates in professional associations, meetings, and conferences, and/or professional learning communities 	Always	Often	Sometimes	Rarely
Community Involvement <u>Sources of Evidence</u> <ul style="list-style-type: none"> SLP: School and Community Involvement 	<ul style="list-style-type: none"> Actively supports school activities and events 	Always	Often	Sometimes	Rarely
School Responsibilities <u>Sources of Evidence</u> <ul style="list-style-type: none"> SLP: School and Community Involvement 	<ul style="list-style-type: none"> Accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment 	Always	Often	Sometimes	Rarely

Appendix B: School Librarian Plan Template

School Librarian _____ Year _____

Attach or bring the applicable documents for review and discussion during the conference:

Schedule

- Fixed Schedule
- Flexible Schedule

Collection Analysis

Budget Analysis

List Resource Alignment Goals (See Appendix L –Resource Alignment through Collection Mapping)

Policies and Procedures

- Use of Technology
- Use of Library Media Center Services, Resources, and Space
- Circulation Policy
- Disposing of Discarded Materials (To be used in the absence of a district policy for disposal of discarded materials)

School/District/Community Involvement/Advocacy

Describe how you collaborate with classroom teachers to effectively deliver services to learners.

Professional SMART Goal

Write a Professional SMART goal and describe how it connects to an Indicator in the School Librarian Rubric.

Describe how you consult and collaborate with parents, administrators, and other stakeholders to ensure quality services (i.e., parent workshops, staff development, community presentations, etc.).

Signatures

Team Member	Preliminary Approval Conference	Preliminary Evaluation Conference	Final Evaluation Conference
School Librarian	Signature _____ Date _____	Signature _____ Date _____	Signature _____ Date _____
Evaluation Chair	Signature _____ Date _____	Signature _____ Date _____	Signature _____ Date _____

Appendix C: Pre-Conference Planning Sheet

The purpose of the pre-conference is to collect evidence related to planning and to give the school librarian the opportunity to provide context for the observation.

- It is best practice for school librarians to be notified of the date and time for the pre-conference at least three school days in advance.
- Absent unusual circumstances (e.g., weather, absences, illness, etc.), announced observations should occur no later than two school days following the pre-conference.
- If the evaluator is unable to observe the intended lesson, a new pre-conference must be scheduled and conducted.
- During the pre-conference, the evaluator should ask all required questions and collect evidence prior to the upcoming observation. Evaluators may ask additional questions as needed. Additionally, school librarians can ask their evaluators clarifying questions about the SC School Librarian Rubric and/or specific Indicators within the rubric.

Pre-Conference Date

Date _____

The date of the pre-conference (before the observation takes place)

Introduction & Greeting

Greeting/Set the tone

Establish the length of the conference (10-20 minutes)

Review the process

Ask a general question

Required Questions

INSTRUCTION

Promoting Literacy

Describe how you encourage learners to read and write for a variety of purposes.

Promoting Inquiry

How will you assist learners through the inquiry-based research?

Motivating Learners

What strategies will you use to motivate struggling readers?

Librarian Knowledge of Learners

How will you address different learning styles and interest during this lesson?

Closing

Summary of next steps (if needed)

Confirm logistics for observation (when, where, where evaluator can sit)

Appendix D: Post-Conference Forms
Post-Conference Observation Summary

Instruction	Observer Score	Self Score
Promoting Literacy	1 2 3 4	1 2 3 4
Promoting Inquiry	1 2 3 4	1 2 3 4
Motivating Learners	1 2 3 4	1 2 3 4
Librarian Knowledge of Learners	1 2 3 4	1 2 3 4
Learner Collaboration	1 2 3 4	1 2 3 4
Thinking	1 2 3 4	1 2 3 4
Problem Solving	1 2 3 4	1 2 3 4

Environment	Observer Score	Self Score
Multiple Perspectives	1 2 3 4	1 2 3 4
Collaborative Conversations	1 2 3 4	1 2 3 4
Learning Environment	1 2 3 4	1 2 3 4
Learner Feedback	1 2 3 4	1 2 3 4
Learner Engagement	1 2 3 4	1 2 3 4

Library Services & Management	Observer Score	Self Score
Seeking Information	1 2 3 4	1 2 3 4
Sharing & Crediting Sources	1 2 3 4	1 2 3 4
Resource Management	1 2 3 4	1 2 3 4
Library Administration	1 2 3 4	1 2 3 4

School Librarian Reflection & Refinement

Reinforcement Indicator	Refinement Indicator
_____	_____
Reinforcement Objective	Refinement Objective
_____	_____

Reflection

Observer Reflection & Refinement

Reinforcement Indicator	Refinement Indicator
_____	_____
Reinforcement Objective	Refinement Objective
_____	_____

Reflection

Signatures

School Librarian	Evaluation Chair	Evaluator
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Post-Conference Planning Sheet

Conference Introduction & Greeting

- Greeting/Set the tone
- Establish the length of the Conference
- Review the process
 - The purpose is to reflect on the lesson observed and to focus on best practice professional development.
 - We will reflect on a strength of the observed lesson (Area of Reinforcement).
 - We will then identify an Area of Refinement that we want to strengthen.
- Ask general question

Required Questions

The purpose of the post-conference is to allow the School Librarian an opportunity to reflect on his or her performance. The following questions are required, as they will provide the evaluator with evidence for Descriptors within the South Carolina School Librarian Rubric. The evaluator may ask additional questions as needed.

Promoting Literacy

How did you address challenges with encouraging learners to read and write for a variety of purposes?

Promoting Inquiry

Did you promote inquiry in this lesson? If so, how?

Motivating Learners

How does motivation impact student achievement?

Librarian Knowledge of Learners

How did you address different learning styles and interest during this lesson?

Reinforcement Plan

Questions

Evidence

Refinement Plan

Questions

Evidence

Support Plan

Closing

- Restate Area of Refinement and Reinforcement
- Share scores
- Sign documentation
- Closing statement

Appendix E: Post-Conference Observation Consensus Form

Instruction	Consensus Score
Promoting Literacy	1 2 3 4
Promoting Inquiry	1 2 3 4
Motivating Learners	1 2 3 4
Librarian Knowledge of Learners	1 2 3 4
Learner Collaboration	1 2 3 4
Thinking	1 2 3 4
Problem Solving	1 2 3 4
Environment	Consensus Score
Multiple Perspectives	1 2 3 4
Collaborative Conversations	1 2 3 4
Learning Environment	1 2 3 4
Learner Feedback	1 2 3 4
Learner Engagement	1 2 3 4
Library Services & Management	Consensus Score
Seeking Information	1 2 3 4
Sharing & Crediting Sources	1 2 3 4
Resource Management	1 2 3 4
Library Administration	1 2 3 4

Reflection

Signatures

School Librarian

Evaluation Chair

Evaluator

Appendix F: Professionalism Final Self-Review Form

Collaboration

1. The school librarian effectively collaborates with other adults by: soliciting, listening to, and responding to feedback; advocating and modeling respect for diverse perspectives; and communicating with teachers and other staff to support instruction and coordinate equitable access to the library.
- Always Often Sometimes Rarely

Ethical Use

2. The school librarian champions, models, and monitors the legal and ethical use of information, technology, and media within the library.
- Always Often Sometimes Rarely

Growing & Developing Professionally

3. The school librarian: actively seeks diverse opportunities for relevant professional development; is prepared and participates in professional development meetings; participates in professional associations, meetings and conferences, and/or professional learning communities.
- Always Often Sometimes Rarely

Community Involvement

4. The school librarian actively supports school activities and events.
- Always Often Sometimes Rarely

School Responsibilities

5. The school librarian accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.
- Always Often Sometimes Rarely

Comments

Signatures

School Librarian

Evaluation Chair

Appendix G: Professionalism Final Review Form

Collaboration

1. The school librarian effectively collaborates with other adults by: soliciting, listening to, and responding to feedback; advocating and modeling respect for diverse perspectives; and communicating with teachers and other staff to support instruction and coordinate equitable access to the library.
- Always Often Sometimes Rarely

Ethical Use

2. The school librarian champions, models, and monitors the legal and ethical use of information, technology, and media.
- Always Often Sometimes Rarely

Growing & Developing Professionally

3. The school librarian: actively seeks diverse opportunities for relevant professional development; is prepared and participates in professional development meetings; participates in professional associations, meetings and conferences, and/or professional learning communities.
- Always Often Sometimes Rarely

Community Involvement

4. The school librarian actively supports school activities and events.
- Always Often Sometimes Rarely

School Responsibilities

5. The school librarian accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.
- Always Often Sometimes Rarely

Comments

Signatures

School Librarian

Evaluation Chair

Appendix H: Evaluation Results

School Librarian Comments & Feedback

School Librarian Comments

Final Conference & Comments

Final Conference Date _____

The date of the final conference

Evaluator Comments

Feedback and comments from the Evaluator(s) _____

Observations of Professional Practice

Domain	Score	Weighted Score	Performance Level
--------	-------	----------------	-------------------

Instruction (30%)

Environment (20%)

Library Services & Management (40%)

Professionalism (10%)

Final Evaluation Ratings

Final Overall Composite Rating/Score _____

This is the composite score for observations and the professionalism rubric.

Overall Status

Recommendations for Next Year

Next Evaluation Level _____

Next Contract Level _____

Hire Status _____

Signatures

School Librarian

Evaluation Chair

Evaluator

Completion

Evaluation Complete? _____

The completion status of the evaluation. A signature from either the Evaluation Chair or principal must be present before an evaluation can be completed.

**Appendix I: Goals-Based Evaluation Professional Goal
Professional SMART Goal**

Goal Strategies

Goal Outcome

Goal Evidence

Indicator

How Goal Affects Student Growth

Review Date

The date of the performance review

Review Result

Choose one:

The school librarian has not started this goal.

The school librarian has met or exceeded this goal.

The school librarian is making satisfactory progress.

The school librarian is not making satisfactory progress.

Comments

Preliminary Approval Conference Signatures

School Librarian

Evaluation Chair

Preliminary Evaluation Conference Signatures

School Librarian

Evaluation Chair

Final Evaluation Conference Signatures

School Librarian

Evaluation Chair

Appendix J: Glossary of Terminology

Booktalk – A booktalk tries to convince a reader to select a particular book. An event usually scheduled in a library at which the author, librarian or student discusses a book read excerpts of it to encourage readership and promote reading in general.

Circulation – The process of checking materials in and out of the library. Refers to the total number of items checked out of the library by patrons over a particular period of time.

Collaboration – In a collaborative instructional information skills unit, the school librarian works closely with other teachers in the school to co-plan, co-teach, and co-assess information skills.

Collection – Materials contained within the library as well as that which is housed in virtual spaces and available to library patrons

Collection Development – The systemic process of gathering input on user needs, identifying materials to meet those needs, and acquiring those materials for the library collection.

Digital Citizenship – The norms of appropriate and responsible behavior with regard to technology use

Equitable Access – Access for students and teachers in groups or as individuals simultaneously throughout each instructional day. Accessibility shall refer to the facility, the staff, and the resources and shall be based on instructional need.

Fixed Scheduling – A non-negotiable scheduling arrangement and/or access to library media center only during a scheduled library time. The school librarian program may be used as a method of providing the teacher's planning period.

Flexible Access – The opposite of fixed scheduling, the school librarian program is not used as a method of providing the teacher's planning period. Classes are scheduled as a result of instructional needs.

Information Literacy – The skill set needed to find, retrieve, analyze, and use information.

Inquiry – Stance toward learning in which the learner is engaged in asking questions and finding answers, not simply accumulating facts that have no relation to previous learning or new understanding, presented by someone else. Inquiry follow a continuum of learning experiences, from simply discovering a new idea or an answer to a question to following a complete inquiry process.

Inventory – The process of checking all the items on the library's shelves against a list of holdings to identify for replacement or deselection those missing or not checked out.

Media Literacy – Ability to access, analyze, evaluate and crat messages in a variety of forms--- from print to video to internet, media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

Reading Promotion – Any program or activity that encourages independent self-selection for learning or pleasure (e.g. displays, booktalks, author visits).

Technology Literacy – Ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all problems, and access, manage, integrate, evaluate, and crat information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the twenty-first century.

Weeding – Weeding is the removing of materials from a library collection in a systematic and deliberate way. It is an ongoing part of collection development, a planned and thoughtful action that will ensure library materials are current and enticing.

Appendix K: American Association of School Librarians National Standards

[American Association of School Librarians National Standards](#)

Appendix L: Resource Alignment through Collection Mapping

School libraries should support the academic curriculum to promote student achievement by providing information resources in a variety of formats. The school librarian should be knowledgeable about the curriculum at all grade levels and in all subjects in order to ensure the resource collection is properly aligned. A curriculum map is a critical tool for school librarians to understand curriculum implemented in the classroom. According to Heidi Hayes Jacobs, the leading authority on curriculum mapping, a curriculum map gives a visual representation by month of the curriculum, including standards, benchmarks, textbooks, classroom activities, and assessment strategies.

The most helpful curriculum maps are those developed district-wide; however, a building-level curriculum map provides much beneficial information for classroom teachers and school librarians. The school librarian should be a part of any team assembled to create a curriculum map. If, however, a school librarian works in a school that has no curriculum map, then the school librarian should create one specifically for use in the school library. Possible sources of information to use in creating this curriculum map include, but are not limited to, teachers' long-range plans, collaborative planning forms, textbooks, student assignments, conversations with teachers, requests for resources from teachers and students.

Once the school librarian has a curriculum map, the next step is to create a collection map. A collection map gives a visual representation of how the library resource collection—fiction, nonfiction, print, non-print—is aligned with the school's curriculum, showing the number of items available for each major curricular theme, unit, or topic, the average age of these items by Dewey category, and the number of items per student.

A completed collection map provides valuable data for the school librarian to share with decision-makers (e.g., principal, district administration) and stakeholders (e.g., teachers, students, parents, PTA, SIC). The collection map also provides valuable information for the school librarian and the library advisory committee as they collaborate to develop long-range plans for the library media program including collection development, addressing weeding, acquisitions, budgetary considerations and program evaluation and enhancement.

Source: Standards for South Carolina School Library Resources Collections, Appendix A