

Evaluation - LMS Summative [PCPS]

Name: Renee Baldwin
Job Title: Teacher-English

Author: Kelly Purdie
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School: Poquoson High
Share: On

Directions: Evaluators use this form to provide the teacher with an assessment of performance. The teacher should be given a copy of the form at the end of each evaluation cycle.

Contract Status:

- ☐ Probationary
☐ Continuing Contract

Standard 1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

* Performance Indicators 1: Professional Knowledge

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 1.1 Addresses national library standards and relevant curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates an accurate, current, and specific knowledge of library and information literacy and a working knowledge of relevant technology.
- 1.5 Demonstrates pedagogical skills relevant to information, media, and digital literacy skills and best practices based on current research.
- 1.6 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group, as well as the cultural context.
- 1.7 Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).
- 1.8 Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.
- 1.9 Demonstrates a knowledge of all genres to promote reading.

Highly Effective	Effective	Approaching Effective	Ineffective
The Library Media Specialist continually enriches the curriculum and serves as a role model in their knowledge of information, media, and digital literacy and developmental needs of students.	The Library Media Specialist demonstrates an understanding of information, media, and digital literacy and the developmental needs of students by providing relevant learning experiences.	The Library Media Specialist is inconsistent in demonstrating an understanding of information, media, and digital literacy and/or student development and/or lacks fluidity in using the knowledge in practice.	The Library Media Specialist demonstrates an inadequate understanding of information, media, and digital literacy and/or student development, and/or fails to use the knowledge in practice.

Comments:

Standard 2: Instructional Planning

The Library Media Specialist plans using the national school library standards, the division's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

* Performance Indicators 2: Instructional Planning

- Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
- 2.1 Collects, analyzes, and uses multiple sources of data to guide planning.
 - 2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.
 - 2.3 Consistently plans for differentiated instruction and personalized learning.
 - 2.4 Reflects on plans after instructional delivery for future modifications.
 - 2.5 Aligns lesson and program objectives to the division's curriculum, the school's goals, and student learning needs.
 - 2.6 Develops appropriate instructional and programmatic plans, and adapts plans when needed.
 - 2.7 Plans and works collaboratively with others to enhance teaching and learning.
 - 2.8 Plans for delivery of synchronous and/or asynchronous lessons, including engaging student activities and assessment strategies, as needed.
 - 2.9 Selects, purchases, and maintains a wide variety of appropriate materials which support curricular instruction and SOLs.
 - 2.10 Reviews the library collection in order to remove outdated, damaged, and unused materials using collection analysis data.
 - 2.11 Manages the library media center budget and maintains accurate financial records.

Highly Effective	Effective	Approaching Effective	Ineffective
The Library Media Specialist actively seeks and uses alternative data and resources and serves as a role model in their ability to design relevant lessons that challenge and motivate all students.	The Library Media Specialist plans using the National School Library standards, the division's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.	The Library Media Specialist is inconsistent in their use of the National School Library standards, the division's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.	The Library Media Specialist fails to plan or plans without adequately using the National School Library standards, the division's curriculum, student data, and/or research-based strategies and resources to meet the needs of all students.

Comments:

Standard 3: Instructional Delivery

The Library Media Specialist uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

* Performance Indicators 3: Instructional Delivery

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 3.1 Implements a schedule to effectively allow for instruction and media center services.
- 3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs and organizes and makes resources available to appropriate users.
- 3.3 Motivates students for learning and reinforces learning goals consistently.
- 3.4 Develops higher-order thinking through questioning, problem-solving activities, and the acquisition of research process and information literacy skills.
- 3.5 Implements a variety of instructional strategies and/or innovative approaches for media center program delivery to support student engagement.
- 3.6 Manages instructional resources efficiently.
- 3.7 Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.
- 3.8 Efficiently and effectively uses the library management system for data collection and record keeping.

Highly Effective	Effective	Approaching Effective	Ineffective
The Library Media Specialist fluidly modifies strategies and materials to optimize students' opportunities to learn and serves as a role model by engaging students in higher order thinking and/or enhanced performance skills utilizing active learning and problem-solving.	The Library Media Specialist uses a variety of research based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.	The Library Media Specialist is inconsistent in their use of appropriate instructional strategies and/or in engaging students in active learning, promoting key skills, and/or meeting individual learning needs.	The Library Media Specialist fails to use appropriate instructional strategies and/or is inadequate in engaging students in active learning, promoting key skills, and/or meeting individual learning needs of all students

Comments:

Standard 4: Assessment of Library Program for Student Learning

The Library Media Specialist systematically gathers, analyzes, and uses relevant data to measure school progress, guide content and delivery methods, and provide timely feedback to stakeholders, as needed.

*** Performance Indicators 4: Assessment of/for Student Learning**

- Examples of teacher work conducted in the performance of the standard may include, but are not limited to:
- 4.1 Analyzes and aligns media center collection with school goals, academic needs, and student interests.
 - 4.2 Solicits input from staff members and students regarding the media center collection and services.
 - 4.3 Provides timely and constructive feedback to students and encourages them to monitor self-progress.
 - 4.4 Uses assessment tools to inform, guide, and adjust students' learning and support.
 - 4.5 Maintains media center collection statistics to determine student and faculty use.
 - 4.6 Communicates constructive feedback and/or program updates to stakeholders, as appropriate.
 - 4.7 Analyzes and aligns the media center collection with school goals, academic needs, and student interests.
 - 4.8 Collects and uses a variety of data to determine effectiveness of program and services provided.

Highly Effective	Effective	Approaching Effective	Ineffective
The Library Media Specialist collaborates with stakeholders to use data, reexamines and fine tunes instruction and programming. Supports students in monitoring their own progress, serves as a role model in using data to impact student learning, and creates a dynamic and robust library program.	The Library Media Specialist systematically gathers, analyzes, and uses relevant data to measure progress, guide content and delivery methods, and provide timely feedback to stakeholders, as needed.	The Library Media Specialist uses a limited selection of data collection and analysis strategies and/or is inconsistent in linking data to intended outcomes, using data to plan/modify instruction, and/or in providing timely feedback.	The Library Media Specialist uses an inadequate variety of data sources, assesses infrequently, does not use data to make instructional decisions, and/or fails to provide feedback in a timely manner.

Comments:

Standard 5: Learning Environment

The Library Media Specialist uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

*** Performance Indicators 5: Learning Environment**

- Examples of Library Media Specialist work conducted in the performance of the standard may include, but are not limited to:
- 5.1 Creates a welcoming, comfortable, safe, and aesthetically pleasing space that enhances and encourages technology use, leisure reading and browsing, and the use of materials in all formats.
 - 5.2 Establishes clear expectations, with student input, for library media center rules and procedures early in the school year and enforces them consistently and fairly.
 - 5.3 Maximizes learning time and minimizes disruptions.
 - 5.4 Establishes a climate of trust and teamwork with students and staff by being fair, caring, respectful, and enthusiastic.
 - 5.5 Creates a learning environment that allows students to actively engage and work collaboratively in the learning process, as well as read or work independently.
 - 5.6 Addresses needs by working with students and staff individually as well as in small groups or whole groups.
 - 5.7 Promotes an environment - whether in person or virtual - that is academically appropriate, stimulating, and challenging.
 - 5.8 Promotes the principles of intellectual freedom and ethical academic behavior.

Highly Effective	Effective	Approaching Effective	Ineffective
The Library Media Specialist serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	The Library Media Specialist uses resources, routines, and procedures to provide a respectful, positive, safe, student- centered environment that is conducive to learning.	The Library Media Specialist is inconsistent in using resources, routines, and procedures and/or in providing a respectful, positive, safe, student-centered environment.	The Library Media Specialist is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, and/or fails to otherwise provide an environment that is conducive to learning.

Comments:

Standard 6: Culturally Responsive Teaching and Equitable Practices

The Library Media Specialist demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students.

* Performance Indicators 6: Culturally Responsive Teaching and Equitable Practices

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 6.1 Applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- 6.2 Fosters a learning environment that creates opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 6.3 Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- 6.4 Utilizes inclusive resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting library materials and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- 6.5 Analyzes, selects, and integrates texts, materials, and library resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.
- 6.6 Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).
- 6.7 Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against power imbalances (based on race, ethnicity, gender, identity, ability, and/or socioeconomic status) that perpetuate fear and anxiety of difference.

Highly Effective	Effective	Approaching Effective	Ineffective
The Library Media Specialist demonstrates and promotes respect for difference, mitigates against power imbalances based on race, ethnicity, gender, identity, ability, and/or socioeconomic status, cultivates relationships anchored in affirmation and mutual respect; and utilizes data informed- strategies to support achievement for all students.	The Library Media Specialist models high expectations for all students; advances growth and achievement for all students; and utilizes educational materials that are culturally inclusive.	The Library Media Specialist is inconsistent in demonstrating high expectations for all students and/or is inconsistent in providing instruction and strategies that result in inclusive learning environments and student engagement practices.	The Library Media Specialist fails to demonstrate a commitment to equity and/or fails to adapt instructional strategies in a way that results in culturally inclusive and responsive learning environments and achievement for all students.

Comments:

Standard 7: Professionalism

The Library Media Specialist demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

* Performance Indicators 7: Professionalism

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 7.1 Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.
- 7.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- 7.3 Incorporates learning from professional growth opportunities into instructional and library management practices and reflects upon the effectiveness of implemented strategies.
- 7.4 Seeks and pursues opportunities to participate in training that fosters an appreciation and respect for diversity, cultural inclusivity, and responsive teaching practices.
- 7.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of personal knowledge and skills.
- 7.6 Engages in activities outside the library media center intended for school and student enhancement.
- 7.7 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.
- 7.8 Builds positive and professional relationships with stakeholders through frequent and appropriate communication.
- 7.9 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.
- 7.10 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.
- 7.11 Ensures that all requirements are met to retain professional license and required endorsements.
- 7.12 Models appropriate application of copyright and fair use guidelines.

Highly Effective	Effective	Approaching Effective	Ineffective
The Library Media Specialist serves as a role model in professional behavior, uses optimal means of communication, mentors and leads colleagues, and initiates activities that contribute to the enrichment of the wider school community.	The Library Media Specialist demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.	The Library Media is inconsistent in demonstrating professional judgment, collaborating and communicating with relevant stakeholders, participating in professional growth opportunities, and/or applying learning from growth opportunities.	The Library Media Specialist fails to adhere to legal, ethical, and professional standards, demonstrates a reluctance or disregard toward school policy, and/or infrequently takes advantage of professional growth opportunities.

Comments:

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Standard 8: Student Academic and Library Program Progress

The work of the Library Media Specialist results in acceptable, measurable, and appropriate student academic or library program progress.

* Performance Indicators 8: Student Academic Progress

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

8.1 Sets acceptable, measurable, and appropriate achievement goals for student learning or library program progress based on baseline data.

8.2 Documents progress throughout the year and provides evidence that goals have been met.

8.3 Uses available outcome data to continually document and communicate progress and develop interim goals.

8.4 Collects and maintains data to demonstrate use of the library media center and library resources.

Highly Effective	Effective	Approaching Effective	Ineffective
The work of the Library Media Specialist serves as a model for others and results in a high level of library program progress.	The work of the Library Media Specialist results in acceptable, measurable, and appropriate library program progress.	The work of the Library Media Specialist results in library program progress that does not meet the established standard.	The work of the Library Media Specialist does not achieve acceptable library program progress.

Comments:

Summary Observation Total

Overall Evaluation Summary:

Highly Effective (35-40)

Effective (26-34)

Approaching Effective (20-25)

Ineffective (10-19)

[] Exemplary

[] Proficient

[] Developing/Needs Improvement

[] Unacceptable

[] Recommended for placement on a Performance Improvement Plan. (One or more standards are Unacceptable, or two or more standards are Developing/Needs Improvement.)

Overall Evaluation Summary:

Include comments here.

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

*** Evaluator Signature**

- no signature -

*** Teacher Signature**

(Teacher's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

- no signature -

Site Administrator Signature

- no signature -