

PSD Evaluation

ESA and Support Personnel Evaluation: Teacher Librarian Comprehensive

Employee information:

Employee #	Employee Name	Employee Positions(s)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Evaluator information:

Evaluator Name
<input type="text"/>

Evaluation information:

School Year	Location	Record Observation Date 1 (2 required annually)
<input type="text"/>	<input type="text" value="Please, select location"/>	<input type="text" value="mm/dd/yyyy"/>
Record Observation Date 2 (2 required annually)		Record Observation Date 3 (if required)
<input type="text" value="mm/dd/yyyy"/>		<input type="text" value="mm/dd/yyyy"/>

Criterion 1: Knowledge of Scholarship in Special Field

Each support person demonstrates a depth and breadth of knowledge of theory and content in the special field. The employee demonstrates and understanding of, and knowledge about, common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the area of specialty into the total school milieu.

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Demonstrating knowledge of literature and current trends in Library Media Specialist practice	Demonstrates little or no knowledge of literature or current trends in Library Media Specialist practice. <input type="checkbox"/>	Demonstrates limited knowledge of literature or current trends in Library Media Specialist practice. <input type="checkbox"/>	Demonstrates thorough knowledge of literature or current trends in Library Media Specialist practice. <input type="checkbox"/>	Draws on extensive professional resources, demonstrates rich understanding of literature, and current trends in Library Media Specialist practice. <input type="checkbox"/>
1.2: Demonstrating knowledge of information technology and current trends in Library Media Specialist practice	Demonstrates little or no knowledge of information technology or current trends in Library Media Specialist practice. <input type="checkbox"/>	Demonstrates limited knowledge of information technology or current trends in Library Media Specialist practice. <input type="checkbox"/>	Demonstrates thorough knowledge of information technology or current trends in Library Media Specialist practice. <input type="checkbox"/>	Draws on extensive professional resources, demonstrates rich understanding of information literacy, and current trends in Library Media Specialist practice. <input type="checkbox"/>
1.3: Demonstrating knowledge of the district's Library Information and Technology program as well as student information and literature needs within the program	Demonstrates little or no knowledge of the district's Library Information and Technology instructional content and of students' needs for literature or information skills within the school program. <input type="checkbox"/>	Demonstrates limited knowledge of the district's Library Information and Technology instructional content and of students' needs for literature and information skills within the school program. <input type="checkbox"/>	Demonstrates thorough knowledge of the district's Library Information and Technology instructional content and of students' needs for literature and information skills within the school <input type="checkbox"/>	Demonstrates extensive knowledge of the district's Library and Information and Technology content. Takes a leadership role within the school and district to articulate the needs of students for literature and information technology needs within the school's and/or district's program. <input type="checkbox"/>
1.4: Demonstrating knowledge of resources, both within and beyond the school and district	Demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance school program goals. <input type="checkbox"/>	Demonstrates limited knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance school program goals. <input type="checkbox"/>	Is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance school program goals. <input type="checkbox"/>	Is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program. <input type="checkbox"/>
1.5: Planning and implementing of Library Information and Technology program lessons and activities	The design of learning experiences does not support student engagement. Tasks and activities are uninteresting to students, do not challenge them and/or do not align to instructional outcomes. <input type="checkbox"/>	Learning experiences are somewhat coherent in structure and partially support students to meet the intended outcomes. Tasks and activities are partially aligned to instructional outcomes and represent a modest level of intellectual challenge. <input type="checkbox"/>	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class. Tasks and activities are aligned with learning outcomes and provide opportunities for higher level-thinking. <input type="checkbox"/>	Learning experiences prioritize the needs of individual students to ensure all students can meet the intended outcomes. Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content. <input type="checkbox"/>
Criterion 1: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 2: Specialized Skills

Each support person demonstrates in their performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
2.1: Maintaining records, cataloging, information retrieval and technology Integration	Fails to maintain accurate records or adhere to relevant library and school protocols and procedures. Demonstrates poor understanding or application of cataloging, information retrieval, or technology integration. <input type="checkbox"/>	Maintains records and adheres to relevant library and school protocols and procedures with occasional oversight. Utilizes cataloging, information retrieval, and technology well but may struggle at times. <input type="checkbox"/>	Maintains accurate records and adheres to relevant library and school protocols and procedures consistently. Utilizes cataloging, information retrieval, and technology integration effectively. <input type="checkbox"/>	Maintains meticulous records and consistently adheres to relevant library and school protocols and procedures. Demonstrates mastery of cataloging, information retrieval, and technology integration. <input type="checkbox"/>
2.2: Library collection development and weeding/deselection of resources	Fails to adhere to district or professional guidelines in selecting materials for the library collection and does not periodically weed outdated materials. Collection is unbalanced among different areas and/or does not reflect the school community. <input type="checkbox"/>	Is partially successful in attempts to adhere to district or professional guidelines in selecting materials for the library collection, weeding outdated materials. Limited effort to establish a balanced collection and reflects only some of the school community. <input type="checkbox"/>	Adheres to district or professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated materials. Collection is balanced among different areas and reflects the school community. <input type="checkbox"/>	Selects materials for the collection thoughtfully and in consultation with teaching colleagues and students, and periodically weeds the collection of outdated material. Collection is balanced and reflects the school community. <input type="checkbox"/>
2.3: Establishing goals for the school Library Information and Technology program appropriate to the setting and the students served	Does not have clear goals for the school's Library Information and Technology program, or they are inappropriate to either the situation in the school or the age of the students <input type="checkbox"/>	Goals for the school's Library Information and Technology program are rudimentary and are partially suitable to the situation in the school and the age of the students. <input type="checkbox"/>	Goals for the school's Library Information and Technology program are clear and appropriate to the situation in the school and to the age of the students. <input type="checkbox"/>	Goals for the school's Library Information and Technology program are shared and highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues. <input type="checkbox"/>
Criterion 2: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 3: Management of Special & Technical Environment

Each support person demonstrates an acceptable performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
3.1: Establishing library routines and maintaining procedures. Examples of Evidence: Circulation of materials, working on computers, independent work, etc.	Library routines and procedures are either non-existent or inefficient, resulting in general confusion.	Library routines and procedures have been established but function sporadically.	Library routines and procedures have been established and function smoothly.	Library routines and procedures are seamless in their operation, with students assuming considerable responsibility for their smooth operation.
3.2: Organizing library space	Makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate work and instructional spaces. Book displays, bulletin boards and/or library decorations are non-existent.	Efforts to make use of the physical environment are uneven, resulting in occasional confusion for students and staff. Book displays, bulletin boards, signage and/or library decorations are limited.	Makes use of the physical environment, resulting in good traffic flow, clear signage, and adequate work and instructional spaces. Book displays effectively highlight new arrivals, seasonal reads and diverse titles. Bulletin boards and/or library decorations are well done.	Makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate work and instructional spaces. Book displays and bulletin boards are highly creative, culturally responsive, attractive and inviting.
3.3: Managing and submitting library budgets	Does not manage the school library budget and expenditures well (e.g. improper use of funds, overspent, etc.). Does not follow proper procurement card procedures and is routinely late in submitting their monthly paperwork.	Efforts to manage the library budget and expenditures are partially successful. Mostly follows proper procurement card procedures and submits their monthly paperwork on time.	Manages the library budget and expenditures well. Follows all procurement card procedures as required. Regularly submits their monthly paperwork on time.	Manages the library budget and expenditures exceptionally well. Anticipates school program needs and actively makes budget plans to positively impact the library space. Follows all procurement card procedures as required. Always submits their monthly paperwork on time.
3.4: Managing the deployment and collection of instructional materials (e.g. workbooks, textbooks, novels, staff and student devices, etc.)	Demonstrates limited organization and tracking of instructional materials. Frequent delays or issues in deployment and collection of resources. Minimal communication with staff and student regarding materials.	Demonstrates basic organization and tracking of instructional materials. Occasional delays or issues in deployment and collection of resources. Some communication with staff and students regarding materials.	Demonstrates effective organization and tracking of instructional materials. Timely deployment and collection of resources with few issues. Regular communication with staff and students regarding materials.	Is highly efficient in the organization and tracking of instructional materials. Consistently provides the timely deployment and collection of resources with no issues. Proactive and clear communication with staff and students regarding materials.
3.5: Managing library book and instructional material inventories (e.g. obsolescence, surplus, room/grade-level/content area changes, etc.)	Demonstrates limited understanding of the inventory management processes. Maintains incomplete or inaccurate inventory records. Shows minimal effort to update or maintain inventory and records.	Demonstrates some understanding of the inventory management processes. Maintains basic inventory records with occasional inaccuracies. Shows inconsistent effort to update and maintain inventory and records.	Demonstrates a good understanding of the inventory management processes. Maintains accurate and up-to-date inventory records. Shows consistent effort to update and maintain inventory and records.	Demonstrates excellent understanding of the inventory management processes. Maintains comprehensive and precise inventory records. Show consistency and proactive efforts to update and maintain inventory and records.
Criterion 3: Overall Score				

Comments and/or Evidence **(REQUIRED)**

Criterion 4: The Support Person as a Professional

Each support person demonstrates awareness of their limitations and strengths and demonstrates continued professional growth.

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished
4.1: Reflecting on practice	Does not reflect on practice, or the reflections are inaccurate or self-serving. <input type="checkbox"/>	Reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved. <input type="checkbox"/>	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Teacher-Librarian makes some specific suggestions as to how the library information and technology program might be improved. <input type="checkbox"/>	Reflection is highly accurate and perceptive, citing specific examples. Teacher-Librarian draws on an extensive repertoire to suggest alternative strategies and their likely success. <input type="checkbox"/>
4.2: Growing and developing professionally	Demonstrates little or no interest in professional learning and takes no initiative to improve. The teacher resists discussing feedback on their practice or ignores feedback that is given. <input type="checkbox"/>	Engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth. The teacher invites, accepts and acts on feedback given by colleagues. <input type="checkbox"/>	Seeks out and identifies high-quality opportunities to grow and learn (e.g. reads journals, attends conferences and PD, etc.). The teacher invites feedback from colleagues, plays an active role in the analysis of practice and works collaboratively to understand and act on feedback (e.g. reads journals, attends conferences and PD) <input type="checkbox"/>	Seeks out and identifies high-quality opportunities to grow and learn and takes a leadership role in the school and/or program, directing and supporting their own and other's learning (e.g. reads journals, attends conferences and PD, shares learning with colleagues). The Teacher Librarian models and supports a culture of growth and process for seeking, providing, and acting on feedback <input type="checkbox"/>
4.3: Collaborating with teachers in the design of instructional units and lessons	Declines to collaborate with classroom teachers in the design of instructional lessons and activities. <input type="checkbox"/>	Collaborates with classroom teachers in the design of instructional lessons and activities when specifically asked to do so. <input type="checkbox"/>	Initiates collaboration with classroom teachers in the design of instructional lessons and activities. <input type="checkbox"/>	Initiates collaboration with classroom teachers in the design of instructional lessons and activities, locating additional resources from within or sources outside the school. <input type="checkbox"/>
4.4: Showing professionalism	Fails to demonstrate professionalism in interactions with students, parents/guardians and educational personnel. <input type="checkbox"/>	Demonstrates professionalism in interactions with students, parents/guardians, and educational personnel, but with occasional lapses. <input type="checkbox"/>	Consistently demonstrates professionalism in interactions with students, parents/guardians, and educational personnel. <input type="checkbox"/>	Exemplifies professionalism in interactions with students, parents/guardians, and educational personnel. <input type="checkbox"/>
4.5: Participating in a professional community	Relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects <input type="checkbox"/>	Relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested. <input type="checkbox"/>	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. <input type="checkbox"/>	Makes a substantial contribution to school and/or district events and projects, takes initiative and assumes leadership role with colleagues. <input type="checkbox"/>
Criterion 4: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel

Each support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished
5.1: Assisting students, parents and educational personnel with library and technology needs	Shows little involvement or willingness in assisting students, parents/guardians, or educational personnel with library or technology needs. <input type="checkbox"/>	Demonstrates some involvement and willingness in assisting students, parents/guardians, and educational personnel with library and technology needs. <input type="checkbox"/>	Regularly demonstrates involvement and willingness in assisting students, parents/guardians, and educational personnel with library and technology needs. <input type="checkbox"/>	Demonstrates exceptional involvement and willingness in assisting students, parents/guardians, and educational personnel with library and technology needs. Is proactive in their support and goes above and beyond to serve all students, families and staff. <input type="checkbox"/>
5.2: Taking initiative to address Library Information and Technology program concerns	Lacks initiative in addressing concerns from students, staff and families. <input type="checkbox"/>	Is not consistent in addressing concerns from students, staff and families. <input type="checkbox"/>	Takes initiative in addressing concerns from students, staff and families. <input type="checkbox"/>	Proactively addresses concerns from students, staff and families. <input type="checkbox"/>
5.3: Creating an environment of respect and rapport	Interactions, both between the librarian and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds <input type="checkbox"/>	Interactions, both between the librarian and student and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students <input type="checkbox"/>	Interactions, both between the librarian and students are and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. <input type="checkbox"/>	Interactions among the librarian, individual students, and fellow educators are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library. <input type="checkbox"/>
5.4: Managing student behavior	There is no evidence that standards of conduct or routines have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. <input type="checkbox"/>	Some effort made to establish standards of conduct and routines for students as well as tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. <input type="checkbox"/>	Standards of conduct and routines appear to be clear to students and the librarian monitors student behavior against those standards. The response to student misbehavior is appropriate and respectful to students. <input type="checkbox"/>	Standards of conduct and routines are clear, with evidence of student participation in setting them. The monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. <input type="checkbox"/>
5.5: Engaging with the larger community	Makes no effort to engage in outreach efforts to the larger community. <input type="checkbox"/>	Makes sporadic efforts to engage in outreach efforts to the larger community <input type="checkbox"/>	Engages in outreach efforts to the larger community. <input type="checkbox"/>	Proactive in reaching out and establishing contacts with outside community members or organizations, coordinating efforts for mutual benefit. <input type="checkbox"/>
Criterion 5: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 1: Knowledge of Scholarship in Special Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Specialized Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Management of Special & Technical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: The Support Person as a Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation Score	_____			
	Score Range: 5 to 7	Score Range: 8 to 12	Score Range: 13 to 17	Score Range: 18 to 20

Summary Comments:

This evaluation has been reviewed with employee.

Date reviewed with employee

Signatures:

Evaluator Signature

Employee Signature

Not signed yet