DALLAS INDEPENDENT SCHOOL DISTRICT

07/29/2026

DALLAS ISD LIBRARIAN APPRAISAL (DLA) GUIDEBOOK

In 2016, Dallas Independent School District's Board of Trustees adopted District goals that prioritize measurable improvement of student outcomes. While this work relies heavily on the dedication and performance of the District's instructional leaders and staff, **the District's librarians/media specialists play a crucial role in reaching these goals by supporting the work of our teachers and school leaders and working directly with students, families, and the community to further our mission of "Educating all students for success.**"

To advance student achievement in Dallas ISD, each of the District's 23,000 employees must be working toward a shared vision, focusing on the same outcomes, and striving for excellence. The Dallas ISD Librarian Appraisal (DLA) tool is designed to grow Dallas ISD librarians toward the exemplary performance that our students deserve. DLA is the approved appraisal instrument for campus administrators to complete librarians' annual performance appraisal, as dictated per district board policy.

EFFECTIVE IMPLEMENTATION

The School Librarian will report to the school principal or principal designee and work closely with teachers, and other staff members to create a dynamic and engaging learning environment for all students. The librarian plays a crucial role in providing Standards of Service, including promoting a culture of literacy, providing literacy instruction, fostering inquiry and innovation, and advocating for family and community partnerships. The successful candidate will plan to support dynamic, inclusive, and engaging library programs and spaces that cater to the diverse needs of students, teachers, and families. The primary intent of the DLA appraisal process is to provide a framework for accurate and rigorous assessment of librarian performance followed by honest and open dialogue about strengths and areas for growth.

APPRAISAL PROCESS

The appraisal process contained in the DLA Guidebook is accomplished through four formal phases during the annual appraisal period:

Phase 1: Planning for Success Conference
Phase 2a: Librarian Self-Review and Mid-Year Conference
Phase 2b: Formal Observation
Phase 3: End of Year Evaluation Conference

All librarians will have electronic access to their appraisal/evaluation, will participate in a performance conference with their appraiser, and will have the opportunity to respond to their appraisal results. The appraisal planning conference, mid-year review/formal observations, and end of year review processes contained in the performance module occur during three phases, respectively, within the annual appraisal period.

PHASE 1: PLANNING FOR SUCCESS CONFERENCE

This planning activity is critical for the success of the campus, library program, and the district. Each year, the librarian and primary appraiser shall meet to discuss the contents of the DLA and evaluation calendar, school action plan, goals of the campus's library program, and professional learning opportunities that will support the librarian's development over the current appraisal cycle.

PHASE 2A: SELF-REVIEW AND MID-YEAR CONFERENCE

During the mid-year review conference, librarians complete a self-rating form on the DLA Performance Rubric Indicators in Cornerstone prior to the conference. Librarians are provided specific feedback to address areas of strength and growth, including where their performance falls at the mid-year point. Expectations for second semester librarian activities are reviewed. If necessary, an Individual Intervention Plan (IIP) will be developed to address levels of performance that are not meeting expectations. The mid-year conference includes the following activities:

1. A discussion and review of the librarian's performance,
2. Review of performance components where the librarian's work performance and goals are inconsistent with their progress,
3. Development of an IIP whenever librarian performance requires improvement (if applicable).

For the mid-year conference, librarians should bring documentation supporting their work performance. As a best practice, appraisers should not wait until the end of year review conference to develop an IIP. Appraisers may conduct additional conferences between the mid-year conference and end of year conference if a librarian's work performance requires improvement.

PHASE 2B: FORMAL OBSERVATION

All librarians receive at least one extended, formal observation, which consists of a scheduled or unscheduled observation of in-person instruction of at least 45 minutes, or one complete lesson if less than 45 minutes. The observation must be a single continuous observation and cannot be divided into two or more observations that total 45 minutes.

The focus of the formal observation should be gathering evidence to support ratings in Domains I and II from the DLA performance rubric. While ratings will not be awarded during the formal observation, it is recommended that evaluators collect evidence and conduct a feedback conference following the formal observation.

PHASE 3: END OF YEAR EVALUATION CONFERENCE

During the end of year review conference, the appraiser conducts a final review and discussion of the librarian's contributions and progress over the course of the appraisal cycle. The appraiser reviews and documents areas of commendation along with those of growth and then provides the final annual overall rating results. The end of year review conference requires the following:

1. Appraiser will review the librarian's success in meeting their goals and expected work behaviors as outlined in the DLA Performance Rubric.
2. Appraiser will review performance components for improvement and commendation.
3. Appraiser will provide the librarian with their final performance component ratings and overall performance ratings.

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APPRAISAL TIMELINE

PHASE	APPRAISAL CYCLE COMPONENT	TIMELINE FOR COMPLETION	KEY ACTIONS
Phase 1: Planning Conference	**Planning Conference**	September 1 - October 16, 2026	• Appraiser holds goal-setting conversation around job responsibilities, the DLA rubric, school and library program goals.
Phase 2a: Mid-Year Review	**Online Employee Self-Review**	January 19 - February 26, 2027	• Librarian tracks goal completion. • Librarian self-rates performance on identified indicators and goal accomplishment
	Mid-Year Review Conference		• Librarian and appraiser discuss progress and areas of improvement • If needed, appraiser redefines goals or develops intervention plan if progress is below expectations • Appraiser completes online conference acknowledgment
Phase 2b: Formal Observation	**Observation of Instruction**	January 5 - April 2, 2027	• Appraiser conducts formal observation of librarian instruction • Feedback conference recommended
Phase 3: End of Year Conference	**Online Appraiser Review**	May 3 - May 27, 2027	• Appraiser completes review of librarian's performance on DLA rubric
	End of Year Review Conference		• Appraiser examines goals and scores competencies • Appraiser holds end of year review conference with employee • Employee acknowledges evaluation online following the end of year conference

DLA RUBRIC DOMAINS, STANDARDS, AND INDICATORS

The DLA performance rubric was designed in Spring 2023 in collaboration with the district Library and Media Services Department, school leaders, and campus librarians. The full DLA Performance Rubric may be accessed online via https://www.dallasisd.org/excellenceinitiatives.

Domain Overview

Domain 1: Culture of Literacy	The librarian supports learning experiences and an environment that promotes the love of reading, writing, and learning. Reading is valued and evident throughout the school. It encompasses the key elements guided by the Standards of Services.
Domain 2: Literacy Instruction	The librarian acts as an instructional partner who teaches, trains, models and supports the development of reading through standards-based curricular planning, instruction, resources, and literacy activities. The librarian supports the development of early language skills and helps build reading and language skills at the elementary grades. At the secondary level, the librarian motivates students to read, write, and discuss literature.
Domain 3: Inquiry and Innovation	The librarian focuses on student voice and choice, the innovative use of library space, zones, and activities. Provides opportunities for inquiry, critical thinking, creation, and problem solving.
Domain 4: Family and Community Partnerships	The school librarian extends learning opportunities for families through community-centered activities with extended hours and campus-wide training for students, teachers, and families.
Domain 5: School Library Administration	The librarian manages, maintains, and develops systems and processes that support the library.

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SCORING PERFORMANCE RUBRIC INDICATORS

DLA Domains and Performance Indicators are assessed based on evidence and data collected by the librarian and primary appraiser throughout the year. Evidence and data are comprised of classroom observations, librarian and/or student artifacts, and other relevant professional practices. When evaluating performance, DLA rubric indicators will be scored using the following 1-4 scale.

PERFORMANCE LEVEL	DESCRIPTOR
Exemplary (4)	Employee demonstrates behaviors without exception (95-100% of the time) and frequently goes above and beyond. Employee performance is a model for others to follow.
Proficient (3)	Employee consistently (80-94% of the time) demonstrates these behaviors.
Progressing (2)	Employee demonstrates these behaviors occasionally or irregularly (70-79% of the time), limiting overall impact. They would benefit greatly from targeted development on this skill.
Unsatisfactory (1)	Employee has consistently failed to demonstrate these behaviors (<70% of the time) and requires targeted intervention to ensure improvement.

Evaluators are encouraged to use comments and supporting evidence when scores of Unsatisfactory or Exemplary are awarded.

OVERALL DLA EVALUATION RATING

Overall evaluation scores for the 2026-2027 evaluation cycle will be determined by an average of indicator scores on the DLA rubric.

OVERALL RATING	SCORE RANGE
Unsatisfactory / Below Expectations	0.0 - 1.5
Progressing	1.6 - 2.2
Proficient / Meets Expectations	2.3 - 3.49
Exceeds Expectations	3.5 - 3.8
Exemplary	3.9 - 4.0

PERFORMANCE DOCUMENTATION

Librarians may prepare and present documentation supporting their performance. This supporting documentation may include information such as the required documentation binder, library schedule, action plans, and completed products and documentation of services (reports/data, report numbers/metrics, memos, meeting agendas and/or minutes, teacher/student satisfaction survey results, or records of services). Supporting documentation should be aligned and organized around performance rubric competencies or goals.

INDIVIDUAL INTERVENTION PLAN (IIP)

An appraiser should develop an Individual Intervention Plan (IIP) for a librarian whose performance has been determined to require growth. The IIP template is available from HCM and appropriate documentation and evidence for need should be included.

As a best practice, an IIP should be developed in collaboration with the librarian. In all cases, the appraiser and the librarian must meet and review the Individual Intervention Plan. The IIP must be implemented and completed during the scheduled work days and within the annual appraisal year.

The IIP consists of the following:

- Performance component(s) in which the librarian is in need of assistance,
- Specific professional development activities and dates for completion,
- Evidence to determine that professional development activities have been completed,
- Directives for needed changes in librarian behavior and timelines for accomplishing change, and
- Evidence to determine if librarian performance or behavior has changed.

If necessary, the appraiser may develop an IIP at any time during the annual appraisal cycle to call attention to performance components requiring improvement.

Note: Appraisers will provide librarians with corrective feedback on existing intervention plans and discuss intervention plans for the subsequent appraisal period if necessary.

EXTENUATING CIRCUMSTANCES

Extenuating circumstances may prevent appraisers from providing an end of year review rating based on a librarian's performance components. These circumstances include the following:

1. **The librarian was hired after April 1 of the current appraisal cycle**
2. **The librarian is on administrative leave, or**
3. **The librarian has not been in attendance due to an approved leave.**

Selecting an N/R (Not Rated) Rating: When rating performance components, the appraiser can select the rating "N/R" to designate one of the aforementioned extenuating circumstances. The rating will not be calculated in the Overall Rating, but the appraiser will be able to complete an appraisal for the librarian.

GRIEVANCE PROCESS

Librarians are encouraged to discuss their concerns and grievances with their appraiser, principal, or other appropriate administrator. When informal discussions fail to resolve the concern or dispute, the librarian may file a grievance with the Employee Relations Department. See DGBA at http://pol.tasb.org/Policy/Code/361?filter=DGBA.

A grievance form must be filed no later than fifteen (15) business days from the date the librarian first knew or, with reasonable diligence, should have known of the decision or action giving rise to the grievance or complaint. Please contact Employee Relations for additional information or clarification.

CONTACT

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