

ADEPT
for
Library Media Specialists

**Formal Evaluation
Guidelines**

October 2003

I. Purpose and Intended Use

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. The standards, known as Performance Dimensions, apply to library media specialists at all contract levels. The formal evaluation procedures apply to library media specialists at the provisional, annual, and second annual contract levels as well as to continuing-contract library media specialists who have been scheduled for formal evaluation, consistent with the ADEPT regulation (R 43-205.1).

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

II. Performance Dimensions

Formal evaluations of library media specialists must address the following seven Performance Dimensions (PDs) and provide clear, consistent, and convincing evidence of a library media specialist's performance with regard to each of the accompanying competency standards.

PD 1: Long-Range Planning

The library media specialist develops a long-range plan (LRP) that appropriately describes and/or references goals, objectives, policies, and procedures related to the administration and management of the library media center—including the plans for collaboration, assessment, communications, and advocacy—that are designed to meet the specific information and technology needs of the school community.

PD 2: Administering the Library Media Program

The library media specialist effectively administers and manages the library media center to ensure the efficient use of available space, resources, and services.

PD 3: Collaboration for Instruction and Services

The library media specialist promotes student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology into the state's curriculum standards.

PD 4: Library Media Collection and Resource Management

The library media specialist appropriately selects, acquires, organizes, circulates, maintains, provides access to, and promotes the use of a diverse collection of resources and technologies.

PD 5: Maintaining an Environment Conducive to Inquiry

The library media specialist creates a safe, attractive, open, and accessible environment that is conducive to inquiry and learning.

PD 6: Assessing the Library Media Program

The library media specialist conducts appropriate assessments of the library media collection, instructional program, and facility so that he or she can use the results of these evaluations to enhance the school's library media resources and services.

PD 7: Fulfilling Professional Responsibilities

The library media specialist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

III. Evaluation Teams

- Each evaluation team must have a minimum of two members.
- All evaluation team members must be certified ADEPT evaluators.
- All evaluation team members must have successfully completed training in the ADEPT evaluation process for library media specialists.
- At least one member of the evaluation team must be a certified library media specialist.
- At least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for library media specialists.

IV. Orientation

All library media specialists scheduled for formal evaluation must receive a comprehensive orientation session prior to the initiation of the evaluation process. At a minimum, orientation sessions must include written and oral explanations of the ADEPT PDs for library media specialists, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results.

V. Required Data Sources and Timelines

In order for an accurate representation of the library media specialist's professional performance to be obtained, a variety of data collection methods are required. Additional methods of collecting evidence may be used, in accordance with the district's approved ADEPT plan, as deemed appropriate by the evaluation team. Evaluators must document all evidence in writing.

A. Long-Range Plan (PD 1). During the first semester of evaluation, each evaluator must review the library media specialist's long-range plan. The long-range plan need not be reviewed again during the second semester of evaluation if (1) the library media specialist receives a preliminary rating of *meets standard* on PD 1, (2) the library media specialist made no significant modifications to the long-range plan subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary. Data collection for PD 1 may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances,

the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.

- B. Interviews (PDs 2, 4, 5, and 6).** Near the end of the first semester of evaluation, each evaluator must conduct an interview with library media specialist to collect information and view artifacts related to PDs 2, 4, 5, and 6. These PDs need not be reviewed again during the second semester of evaluation if (1) the library media specialist receives a preliminary rating of *meets standard* on PDs 2, 4, 5, and 6 and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for these PDs may be resumed at any time during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.
- C. Observations (PD 3).** Each evaluator must conduct a minimum of one unannounced observation of an instructional session each semester (i.e., a minimum of four observations must be conducted during the school year). For the purpose of the ADEPT formal evaluation, observations should not be conducted prior to the midpoint of each semester. Additional observations may be conducted at the discretion of the evaluation team.
- D. Library Media Specialist's "Reflection" (PD 3).** Following each observation during the first semester of evaluation, the library media specialist must complete a written "Reflection" and submit it to the evaluator within seven days of the observation, unless an extension is approved by the evaluator. Each "Reflection" must be reviewed by the evaluator who conducted the observation. The library media specialist need not complete additional reflections following the observations conducted during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on PD 3 and (2) the evaluation team agrees that no additional reviews are necessary. Additional reflections may be requested during the second semester, at the discretion of the evaluation team. In such instances, the library media specialist must be provided with a minimum of two weeks' prior written notice and a statement of the team's rationale for resuming the process.
- E. Professional Self-Report and Description (PD 7).** Near the end of the first semester of evaluation, the library media specialist must complete and submit the "Professional Self-Report." Additionally, a building administrator (and other supervisors, as appropriate) must complete the "Professional Performance Description." Each evaluator must review both the "Professional Self-Report" and the "Professional Performance Description." The library media specialist need not complete another "Professional Self-Report" during the second semester of evaluation if (1) he or she receives a preliminary rating of *meets standard* on PD 7 and (2) the evaluation team agrees that no additional reviews are necessary. The building administrator and/or supervisor must complete the "Professional Performance Description" during both semesters.

VI. Documentation

The following written documentation must be completed by the evaluation team, maintained by the school district, and provided to the library media specialist:

- a. specific evidence regarding the library media specialist's performance with regard to each of the seven PDs and
- b. a summary of the library media specialist's overall performance.

This information also must be made available to the Division of Teacher Quality upon request.

VII. Evaluation Judgments and Conferences

- A. All members of the library media specialist's evaluation team must participate in a consensus-based process to determine evaluation judgments.
- B. The evaluation team must reach consensus on each of the seven PDs regarding whether the library media specialist *meets standard* or *does not meet standard*.
- C. The evaluation team must reach consensus on the overall assessment of the library media specialist. In order for the library media specialist to receive an overall judgment of *met* on the formal evaluation criteria, he or she must meet the standard on PD 3 (Collaboration for Instruction and Services) *and* on at least five of the six remaining PDs at the time of the final evaluation.
- D. Requirements regarding evaluation conferences, deadlines, and follow-ups are the same as those specified in the ADEPT regulation (R 43-205.1).

ADEPT for Library Media Specialists: Formal Evaluation At-a-Glance

LIBRARY MEDIA SPECIALIST (LMS)	EVALUATOR 1 (CERTIFIED LMS)	EVALUATOR 2 (SUPERVISOR)	ADMINISTRATOR/ SUPERVISOR
Complete the LRP (PD 1)			
	Review the LRP; complete the documentation (PD 1)	Review the LRP; complete the documentation (PD 1)	
Participate in interviews (PDs 2, 4, 5, and 6)	Conduct the interview; complete documentation (PDs 2, 4, 5, and 6)	Conduct interview; complete documentation (PDs 2, 4, 5, and 6)	
Complete a "Reflection" following each observation (PD 3)	Conduct the observations	Conduct the observations	
	Review the "Reflection"	Review the "Reflection"	
	Complete the documentation (PD 3)	Complete the documentation (PD 3)	
Complete the "Professional Self-Report" (PD 7)			Complete the "Professional Performance Description" (PD 7)
	Review the "Professional Self-Report"	Review the "Professional Self-Report"	
	Review the "Professional Performance Description"; complete the documentation (PD 7)	Review the "Professional Performance Description"; complete the documentation (PD 7)	
	Hold the consensus meeting; complete the consensus documentation and the "Evaluation Summary"		
Participate in the evaluation conference to discuss the evaluation results			

Note: The procedures that appear in the gray-shaded areas are *optional* during the second semester of evaluation, at the discretion of the evaluation team, contingent upon the library media specialist's successful preliminary evaluation results in each respective Performance Dimension.

The AASL's Nine Information Literacy Standards for Student Learning

INFORMATION LITERACY

- Standard 1: The student who is information literate accesses information efficiently and effectively.
- Standard 2: The student who is information literate evaluates information critically and competently.
- Standard 3: The student who is information literate uses information accurately and creatively.

INDEPENDENT LEARNING STANDARDS

- Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.
- Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

SOCIAL RESPONSIBILITY STANDARDS

- Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

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