Librarian Evaluation

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School Librarian Evaluation Protocol

Introduction

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. Missouri school librarian professionals have participated in this process. The system is founded on universal beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action, which maintains that improving student performance is predicated on the improvement of educator practice. These assumptions include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collaborate when establishing fundamental beliefs that will serve as the basis of the local evaluation process. Based on the theory of action and beliefs that are the foundation of the state's model Educator Evaluation System, the primary purpose of the School Librarian Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:
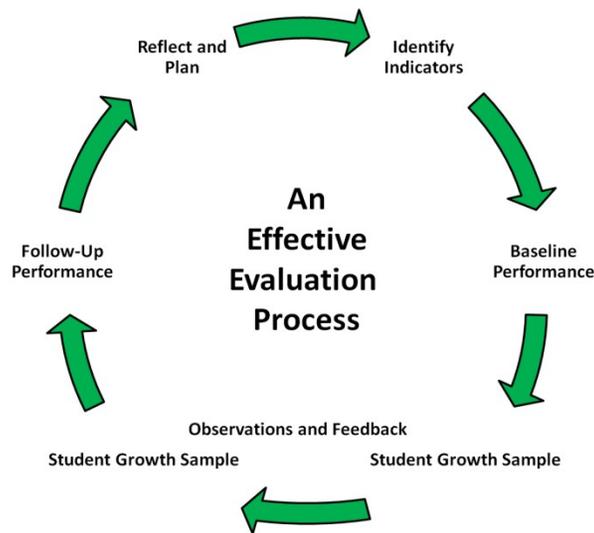
Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. A follow-up rating gives an indication of the amount of growth in performance that occurred. Reflection on the process and growth will determine whether the particular indicator remains an area of focus. This sequence is an important component of the growth in educational practice that occurs in the school librarian evaluation process and is described in seven steps addressed throughout the remainder of this guide.

Embedded in the following steps are scenarios that will provide concrete examples of how school librarians can be intentionally used to impact the student outcomes identified in school improvement plans. Furthermore, the growth potential for the school librarians and their impact on student learning cannot be fully accomplished unless both school librarians and evaluators are familiar with the program structures, components, and resources. This evaluation instrument is aligned with the Missouri Librarian Standards (MoLS) standards for school librarians. The Standards are grounded in the cornerstone documents of youth services librarianship, the ALA/AASL Standards for Initial Preparation of School Librarians (American Library Association/American Association of School Librarians, 2010), the NBPTS Library Media Standards, 2nd Edition (National Board for Professional Teaching Standards, 2011), ALSC Competencies for Librarians Serving Children in Public Libraries (Association for Library Service to Children, 2009) and YALSA's Competencies for Librarians Serving Youth: Young Adults Deserve the Best (Young Adult Library Services Association, 2010). These Standards recognize that P-12 school librarians continuously develop knowledge, skills, attitudes, and dispositions.

Step 1: Identify the Quality Indicators to be Assessed

Rationale

Appropriate indicators are selected from the Librarian Standards Continuum, which supports increased student learning and success through a focus on potential growth opportunities for the school librarian. The identified indicators create an alignment between district and school improvement plans; student outcomes; and the efforts and primary responsibilities of the school librarian within their role as defined by the Missouri Standards for School Librarians.

Selection of Indicators

The selection of indicators is very important to the process. These determine the focus and rationale for improving practice and are designed to maximize impact on student learning and success. The identified indicators provide a focus for ongoing learning and growth. Initially, these indicators will be addressed at the beginning of the school year to provide a baseline for personal and professional growth and for student success. Once the program has been established, indicators are identified at the end of the year for continuation of improvement the following school year. Indicators are determined with the following criteria based on:

1.   Student learning and success needs
2.   The Building and District Improvement Plans (BIP-building level / CSIP-district level)
3.   The librarian's professional growth goals aligned with the Missouri Standards for School Librarians

Number of Indicators

A maximum of three indicators per school librarian per year are recommended. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, a School Librarian Improvement Plan (see Step 3) may be instituted.

Example

Mrs. Johnson is a second-year high school librarian. Mrs. Smith, who teaches American History, has been working for several years on a project that requires students to identify and cite primary and secondary sources of information. Students have created nice projects but have consistently confused which sources are primary and secondary. Last year Mrs. Smith recorded that only 23/120 (19%) students correctly utilized primary and secondary sources and only 21/120 (17%) students properly cited any source. The school principal has suggested that Mrs. Smith collaborate with Mrs. Johnson this school librarian on the project this school year. As a school improvement goal, all teachers are working on increasing student achievement in ELA. As such, the school librarian and school principal have looked over the Missouri Standards for School Librarians and identified *Standard 1, Quality Indicator 3: Effective and Knowledgeable Teacher* which requires the school librarian to document and communicate the impact of instruction

on student achievement. Due to the collaborative effort with Mrs. Smith on primary sources, Mrs. Johnson has also identified *Standard 1, Quality Indicator 2: Instructional Partner* which calls on the school librarian to partner with other educators at the school and district level to support student learning. Finally, because of Mrs. Johnson's goal of teaching students how to identify and cite primary sources, the school principal and Mrs. Johnson have identified *Standard 3, Quality Indicator 2: Information Literacy Skills* which requires the school librarian to teach information literacy skills.

Mrs. Johnson's area of focus will be articulated through the following three indicators:

1. *Standard 1, Quality Indicator 3: Effective and Knowledgeable Teacher*
2. *Standard 1, Quality Indicator 2: Instructional Partner*
3. *Standard 3, Quality Indicator 2: Information Literacy Skills*

1.3 includes evidence of impact. 1.2 includes practice evidence. 3.2 will include evidence of commitment and impact. The evidence of commitment, practice and impact of these indicators will define the focus for Mrs. Johnson's school librarian evaluation and development.

Step 2: Determine a Baseline Score for each Identified Quality Indicator

Rationale

It is necessary to establish a baseline score to determine growth on an indicator, measured by comparing pre- and post-status scores on the indicator. This represents a type of pre- and post-test format where growth in practice occurs between two points in time.

Description

It is first necessary to determine the appropriate descriptive rating for the school librarian's performance. This descriptive rating will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is evidence of performance.

The 0 – 7 scale found within each of the descriptors of the School Librarian Continuum provides a numerical rating scale for each indicator. This numerical scale establishes a baseline score, which may be a continued focus in succeeding years. This allows the school librarian to demonstrate improvement for that indicator over time.

The baseline rating is determined by considering the evidence at each level of the appropriate growth guide. Evidence falls into one of three professional frames: commitment, practice, or impact.

Commitment Frame: Evidence in the commitment frame focuses on the school librarian. Evidence includes data such as information like preparation, lesson design, and credentialing.

Practice Frame: Evidence in the practice frames focuses on observable behaviors of the school librarian. Evidence includes the quality of the work that the school librarian is performing.

Impact Frame: Evidence in the impact frames focuses on outcomes for the students. Evidence includes data derived from various sources including individual and group pre- and post-evaluations, and school Annual Performance Report (APR).

It is important to take these separate professional frames of evidence into consideration. After all, if a school district/building faculty collaboratively designs the school library program, and if the program is delivered in what is thought to be an effective manner; and yet students do not show outcomes that contribute to their success, then a growth opportunity exists.

Example

For example, in the School Librarian Continuum 1.3 below, a determination about the Mrs. Johnson's performance is illustrated. The highlighted areas reflect the evidence related to the school librarian's performance. There is Evidence of Commitment that the librarian prepares plans based on best practice techniques in the Emerging, Developing, and Proficient columns. There is also observable Evidence of Practice reflecting alignment between the plans that are made and the activity that is delivered across the Emerging, Developing, and Proficient columns. Evidence of Impact is only revealed in the Emerging column.

As indicated by the highlighted text, there are examples of evidence in three different columns, Emerging, Developing, and Proficient. However, it is only in the Emerging column where there is an alignment of evidence in all three professional frames. This alignment of evidence demonstrates that the school librarian is fully rated at the Emerging level. In this particular example, "uses formal and informal assessments throughout the instructional process to gather data about individual and class achievements" would be where the school librarian's growth opportunity begins for this standard.

Standard 1: Teaching for Learning

Quality Indicator 3: Effective and knowledgeable teacher - The school librarian documents and communicates the impact of instruction on student achievement.

Emerging	Developing	Proficient	Distinguished
The emerging school librarian uses a variety of formal and informal formative and summative assessments for individual learning and the class as a whole, including modifications for students with exceptionalities.	The developing school librarian uses formal and informal assessments throughout the instructional process to gather data about individual and class achievements, and plans action research to improve teaching and learning.	The proficient school librarian conducts action research using assessment data to continuously monitor and advance learning. The developing school librarian conducts action research to inform instructional plans	The distinguished school librarian mentors others in the use of action research to improve learning.
Professional Frames			
Evidence of Commitment *Lesson design includes formal and informal assessments* *Evidence of Practice* *Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications* *Evidence of Impact* *Students engage in learning goals that advance mastery of content*	*Evidence of Commitment* *Lesson design includes multiple assessment modes and approaches* *Evidence of Practice* *Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction* *Evidence of Impact* *Individual students and the whole class advance in their learning*	*Evidence of Commitment* *Lesson design includes assessing learner progress* *Evidence of Practice* *Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole* *Evidence of Impact* *Students understand the learning objectives and set personal goals for learning*	*Evidence of Commitment* *Lesson design includes opportunities to monitor student growth and development* *Evidence of Practice* *Shares examples and information with others on how to effectively use assessments and base instructional decisions on student data* *Evidence of Impact* *Consistently uses assessment data to positively impact learning*
Score = 0	1	2	3	4	5	6	7

It is next necessary to establish a baseline score within the Emerging level. Ideally, this process would occur as a collaborative, professional conversation between the school librarian and the supervisor/administrator. This would be calculated and communicated as follows:

1.   Using the appropriate growth guide and rating scale (see below), determine a baseline score.
     a.   A score of 0 indicates there is no evidence present in at least one of the three frames.
     b.   A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated.
     c.   A score of 2 would indicate it is present and routinely demonstrated.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present Consistent Routine
0	1	2	3	4	5	6	7
New and Emerging			Developing		Proficient		Distinguished

2. Once a score has been determined, provide specific feedback that includes an explanation and rationale for the given score.
   a. A score of "3 Developing" on Quality Indicator 1.3: Effective and Knowledgeable Teacher
      i. The evidence indicates last school year Mrs. Johnson used formal and informal assessments throughout the instructional process to gather data about individual and class achievements.
      ii. The growth opportunity for 1.3 is "uses formal and informal assessments throughout the instructional process to gather data about individual and class achievements".
   b. A score of "1 Emerging" on Quality Indicator 1.2: Instructional Partner
      i. Evidence indicates that the school librarian is building relationships with educators at the school.
      ii. Based on lessons the school librarian has co-planned and co-taught teachers are beginning to trust the school librarian to teach content that supports student learning.
      iii. An appropriate growth opportunity would include "Evaluation of co-instruction to determine if students learning is supported by collaborative partnerships."
   c. A score of "2 Emerging" on Quality Indicator 3.2: Information Literacy Skills
      i. This indicates that the school librarian has consistently been embedding information literacy in many content areas. She has worked with English teachers, science teachers, music teachers, and social studies teachers in the last year to embed information literacy lessons into these content areas.
      ii. An appropriate growth opportunity in this area would be to, "continue to embed information literacy skills into more courses and units and gather and analyze data to evaluate and guide information literacy instruction".

Step 3: Develop an School Librarian Growth Plan (i.e. Professional Learning/Development Plan or Improvement Plan)

Rationale

The primary purpose of the School Librarian Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

Description

The description of performance in each indicator and the baseline rating identifies an opportunity for growth. It is important when addressing this opportunity for growth that a very clear plan be developed. The School Librarian Growth Plan is the document used to articulate the necessary components of this plan. For instances where very specific growth is required, or where particular areas of concern must be addressed, the School Librarian Improvement Plan will be used to ensure that this growth occurs to the extent necessary and in a timely fashion.

The School Librarian Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The School Librarian Growth Plan includes the following key components:

1. It corresponds to the examples of evidence provided in the appropriate growth guide
2. It is a clear articulation of a plan or goal statement to address growth opportunities
3. It includes specific strategies and timelines for application of new learning and skills
4. It is focused on results and outcomes

FOCUS – an area that represents an opportunity for growth and is generated from evidence on the growth guide

GOAL – a statement that addresses the focus and is **SMART**(specific, measurable, achievable, relevant and timely)

STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

When considering different strategies to address growth opportunities, the state evaluation model refers to the following best practices guides and resources for the practicing Missouri School Librarian: the ALA/AASL Standards for Initial Preparation of School Librarians (American Library Association/American Association of School Librarians, 2010), the NBPTS Library Media Standards, 2nd Edition (National Board for Professional Teaching Standards, 2011), ALSC Competencies for Librarians Serving Children in Public Libraries (Association for Library Service to Children, 2009) and YALSA's Competencies for Librarians Serving Youth: Young Adults Deserve the Best (Young Adult Library Services Association, 2010). These best practices offer specific strategies that can be included in the School Librarian Growth Plan as a demonstration of progress on the specific indicator being addressed and later assist with evidence within the appropriate evidence frame.

Standard 1: Teaching for Learning

Possible Sources of Evidence

Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. Collaborates effectively with classroom teachers and other educators. Documents and communicates the impact of instruction on student achievement.

Professional Commitment		
• Lesson/unit plan • Learning activities plan • Student learning objectives • Lesson design	• Tiered/differentiated lessons/units • Student inventories - interest, learning style, multiple intelligence, developmental • Parent/guardian outreach • Bulletin boards	• Mentor log • Example of analysis of student learning needs • MoCA Scores • Agenda/meeting notes from collaboration meetings • Rubrics/scoring guides • Curriculum maps

Professional Practice		
• Serves on curriculum committees • Facilitates student action to address relevant real- world issues from a global perspective • Incorporates new research-based content information into instruction • Facilitates student enrichment activities	• Articulates clear student expectations • Connects instruction to students' background knowledge and experience • Provides differentiated learning activities • Co-plans, co-teaches, co-assess	• Builds student background knowledge utilizing a variety of global perspectives • Engages students in inquiry/research experiences • Facilitates student directed learning activities • Mentors new school librarians • Uses a variety of formal/informal assessments • Uses instructional and engagement strategies • Collaborates with colleagues

Professional Impact		
• Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth report	• Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Evidence of changed practice • Student completion data on projects	• Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

Also provided is a document called the Possible Sources of Evidence. This document is provided for each standard and offers a list of "possible" sources of evidence that a school librarian might include as a component of the School Librarian Growth Plan.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some possible examples that might be included.

The three professional frames found on each of the school librarian's growth guides categorize the evidence provided. In this way, school librarians and administrators can use the possible sources of evidence pages to clarify exactly what kind of evidence will indicate that growth in performance has occurred.

Mrs. Johnson, in consultation with her evaluator and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the Standards for School Librarians. This review helps her determine appropriate skills and strategies given the particular growth opportunities of her selected indicators. Mrs. Johnson considers the following information as she works to complete her School Librarian Growth Plan:

- Quality Indicator 1.3: Effective and Knowledgeable Teacher
  - Since the growth opportunity for 1.3 is "uses formal and informal assessments throughout the instructional process to gather data about individual and class achievements". Mrs. Johnson will be teaching at least two lessons to all of Mrs. Smith's American History classes. She will teach one lesson on primary/second sources and another lesson how to ethically cite sources. All of her lessons will be based on district and national standards. Mrs. Johnson can use formative assessment to check for understanding and determine if more lessons are required before giving the students a summative evaluation to measure the impact on student performance. Mrs. Johnson can create and deliver a pre/post test that covers primary/secondary sources and citations. Mrs. Johnson can collaborate with Mrs. Smith to ensure the pre/post tests cover the course content appropriately.
  - In the School Librarian Growth Plan, Mrs. Johnson documents the following:
    - FOCUS – Mrs. Johnson describes the focus as measuring student outcomes and analyzing results to determine the impact on students.
    - GOAL – Mrs. Johnson describes the desired outcomes for students in Mrs. Smith's American History classes.
    - STRATEGY – Mrs. Johnson describes what assessments she will use to measure outcomes and how she will analyze and report the impact of results on the students.
    - RESULTS – (to be completed later in Step 5)

- Quality Indicator 1.2: Instructional Partner
  - The growth opportunity for quality indicator 1.3 is "Evaluation of co-instruction to determine if students learning is supported by collaborative partnerships." This indicator is evaluating if the co-instruction has had a positive impact on student learning. Mrs. Johnson the school librarian and Mrs. Smith the American History teacher should co-plan, co-teach, and co-assess the lesson. They should document their planning and teaching efforts and have been encouraged to invite the school principal in for an observation during one of their co-teaching sessions. The principal has also asked Mrs. Johnson to connect with other teachers to plan additional instructional opportunities.
  - In the School Librarian Growth Plan, Mrs. Johnson documents the following:
    - FOCUS – Mrs. Johnson describes the focus of working with Mrs. Smith and other teachers to improve student learning through co-planning, co-teaching, and co-assessment efforts.
    - GOAL – Mrs. Johnson describes the desired outcomes of the co-teaching experience with Mrs. Smith. They set a goal of having the school principal come observe when they are teaching together.

- STRATEGY – Mrs. Johnson will schedule several co-teaching sessions with Mrs. Smith. Mrs. Johnson will reach out to additional teachers for collaboration opportunities.
- RESULTS – (to be completed later in Step 5)
- Quality Indicator 3.2: Information Literacy Skills
  - An appropriate growth opportunity in this area would be to, "continue to embed information literacy skills into more courses and units and gather and analyze data to evaluate and guide information literacy instruction". The school principal has noted that during her first year of teaching, Mrs. Johnson consistently demonstrated that she was embedding information literacy skills into several curriculum units. The school principal has encouraged Mrs. Johnson to embed information literacy skills into more classes and curriculum units this year. Mrs. Johnson will use the school curriculum pacing guide and approach teachers with ideas where she can support and enhance student learning of content with information literacy skills and library resources. Mrs. Johnson will document the number of new units she teaches this school year.
  - In the School Librarian Growth Plan, Mrs. Johnson documents the following:
    - FOCUS – Mrs. Johnson describes the focus of embedding information literacy skills into more curriculum units to support student learning
    - GOAL – Mrs. Johnson describes the desired outcomes of increasing the number of curriculum units and classes that will have information literacy instruction embedded.
    - STRATEGY – Mrs. Johnson describes how to use the school curriculum-pacing guides to determine curriculum units where she can embed information literacy instruction and library resources to enhance student learning.
    - RESULTS – (to be completed later in Step 5)

Mrs. Johnson can further support these opportunities for growth by reading appropriate articles and research journals. Her local Professional Development Committee (PDC), mentor, the regional professional development center, and regional, state and national school librarian professional associations can be of assistance as well as other effective school librarians in her building and district.

Step 4: Regularly Assess Progress and Provide Feedback

Rationale
In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

Description
Determine progress made on new skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly those new skills and strategies are applied and practiced and growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

1.   A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator
2.   Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3.   A formal follow-up assessment should be completed by the administrator
4.   Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional, but is often helpful to accurately determine progress

The use of feedback forms included as a part of the state model allows for documentation of feedback and progress. There are several different forms available for use in providing and documenting feedback.

The Performance Indicator Feedback Form provides documentation of the progression of feedback offered on a particular indicator or indicators. This single page form can be used to document up to three instances of feedback for a single indicator. Additional forms may be used as needed. There is opportunity for both school librarian and observer comments.

The General Observation Feedback Form provides documentation of general information and data gathered from a classroom observation. In addition to the option of providing feedback on specific indicators offered in the top section, the form also allows for a very general overview of other relevant information including particular strategies being used by the school librarian, student engagement levels, the depth of knowledge observed, structure

of the classroom, alignment between curriculum and comprehensive guidance and counseling plan, type of assessment being used and an overall assessment of the learning environment.

Performance Indicator Feedback Form

School Librarian:_____ Date:_____

School:_____ Subject:_____ Academic Year: _____

Standard #
Quality Indicator #
Date of Observation:

Evaluator Comments:	Overall Performance Rating
	☐ Emerging ☐ 0 ☐ 1 ☐ 2
	☐ Developing ☐ 3 ☐ 4
School Librarian Comments:	☐ Proficient ☐ 5 ☐ 6
	☐ Distinguished ☐ 7

Date of Observation:

Evaluator Comments:	Overall Performance Rating
	☐ Emerging ☐ 0 ☐ 1 ☐ 2
	☐ Developing ☐ 3 ☐ 4
School Librarian Comments:	☐ Proficient ☐ 5 ☐ 6
	☐ Distinguished ☐ 7

Date of Observation:

Evaluator Comments:	Overall Performance Rating
	☐ Emerging ☐ 0 ☐ 1 ☐ 2
	☐ Developing ☐ 3 ☐ 4
School Librarian Comments:	☐ Proficient ☐ 5 ☐ 6
	☐ Distinguished ☐ 7

_____   _____
School Librarian Signature/Date   Evaluator Signature/Date

General Observation Feedback Form

Teacher: _____ Date: _____

School: _____ Subject: _____ Academic Year: _____

Indicator #1
Select Standard   Select Indicator
Indicator #2
Select Standard   Select Indicator
Indicator #3
Select Standard   Select Indicator

Comments on Indicators Observed

Teacher Practice Strategies Select those that apply	Student Engagement High Moderate Low Disengaged	Depth of Knowledge Extended Thinking Strategic Thinking Skill Concept Recall	Classroom Structure Evidence of Student Work ☐ Yes ☐ No Room Organized ☐ Yes ☐ No
Lecture			**Curriculum/Instruction** Taught curriculum matches written
Classroom Discussion			curriculum ☐ Yes ☐ No
Cooperative Learning			Objectives & DOK Align ☐ Yes ☐ No
Group Work			Accessible Materials ☐ Yes ☐ No
Guided Practice			Clear Learning Targets ☐ Yes ☐ No
Learning Centers			Technology Integrated ☐ Yes ☐ No
Hands On/Active Learning			
Presentations			**Learning Assessments Observations**
Question/Answer			☐ Question/Answer
Independent Student Work			☐ Quiz or Test
Peer Evaluation			☐ Group Response
Advanced/Graphic Organizers			☐ Individual Response
Nonlinguistic Representations			☐ Conferencing
Project Based Learning			☐ Observation
Similarities/Differences			☐ None
Summarizing/Note Taking			

Comments/Observations on Teacher Practice Strategies

Learning Environment
☐ Conducive to Learning
☐ Somewhat Conducive
☐ Not Conducive
    ☐ Disruptive Behavior
    ☐ Off Task Behavior
    ☐ Lack of Organization

Overall Comments/ Observations

Teacher's Signature/Date   Observer's Signature/Date
Signatures indicate the document has been reviewed and discussed.

Example

Mrs. Johnson monitors progress on the particular skills she has chosen in her Professional Growth Plan. She develops assessments based on the standards she is teaching. She plans with Mrs. Smith. Together they teach lessons and invite the principal to come observe. Mrs. Johnson reviews publications from the American Association of School Librarians, attends the Missouri Association of School Librarians Spring conferences, and views resources in the Standards for the 21st Century Learner Lesson Plan Database. A peer school library/colleague agrees to participate in some informal discussions and observations. Based on feedback from her peer school librarian/colleague, Mrs. Johnson begins to make progress acquiring new knowledge and applying new skills.

Mrs. Johnson receives two Performance Indicator Feedback Forms from her principal/evaluator regarding the lessons she and Mrs. Smith have co-planned and co-taught. These support Quality Indicator 1.3 and 1.2. She also receives a Performance Indicator Feedback Form from her peer school librarian that detail the Mrs. Johnson's efforts on information literacy lessons she has been embedding into English, Social Studies, and Science classes.

These forms provide Mrs. Johnson with documented feedback and evidence on the progress she is making on her selected indicators. She has an opportunity to continue emphasizing those particular strategies that appear to be working as well as make adjustments in any areas where she feels she could be making more progress. These forms also provide evidence for Mrs. Johnson's annual summative evaluation.

Step 5: Determine a Follow-up Score for Each Identified Indicator

Rationale
To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred in performance articulated by each quality indicator.

Description
Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the school librarian's opportunity for growth.

As a reminder, the evidence will fall into one of three different categories: commitment, practice, and impact. Evidence in the commitment frame focuses on the quality of the school librarian and includes data and information like preparation, lesson design, and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the school librarian is doing. Evidence in the impact frames focuses on outcomes or what students in the school librarian's class are doing. The follow-up score is determined as follows:

1.   Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the school librarian and administrator.

RATING SCALE

Not Present		Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present Consistent Routine
0	1	2	3	4	5	6	7	
New and Emerging			Developing		Proficient		Distinguished	

2. Once the follow-up score has been determined, provide specific feedback that includes an explanation and rationale for the given score.

    The purpose of follow-up rating is to identify the extent to which the plan articulated in the School Librarian Growth Plan was addressed. In particular, it is used to determine the degree to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This will be documented in the RESULTS box of the School Librarian Growth Plan. In addition, the follow-up score and growth score are captured on the School Librarian Growth Plan as well.

Example

Mrs. Johnson's follow-up ratings included:
- A follow-up score of "4 Developing" on Quality Indicator 1.3: Effective and Knowledgeable Teacher
    - Pre/post assessment data that Mrs. Johnson gathered, analyzed, and reported from her lessons with Mrs. Smith's American History classes provided evidence in support of Quality Indicator 1.3. In addition, feedback forms from discussions with her principal also support this evidence.
    - In the School librarian Growth Plan, Mrs. Johnson adds the additional documentation:
        - FOCUS – Mrs. Johnson describes the focus as measuring student outcomes and analyzing results to determine the impact on student achievement.
        - GOAL – Mrs. Johnson describes the desired results for students in Mrs. Smith's American History classes.
        - STRATEGY – Mrs. Johnson describes what assessments she will use to measure outcomes and how she will analyze and report the impact of outcomes on the students
        - RESULTS – Mrs. Johnson describes the specific data from the assessments she used to measure outcomes and her analysis and report of the impact of the results on students.
        - Baseline Score – 3
        - Follow-up Score – 4
        - Growth Score – 1
- A follow-up score of "2 Emerging" on Quality Indicator 1.2: Instructional Partner
    - Mrs. Johnson used the school curriculum-pacing guide to determine curriculum units she could embed information literacy skills and approached teachers with ideas. Mrs. Johnson documented her ideas and attempts. Mrs. Johnson's peer librarian has looked over her ideas and feels they will have a positive impact on student achievement.
    - Mrs. Johnson was able to suggest ideas to several teachers, but did not get a chance to actually teach the lessons this school year. Several teachers plan to have Mrs. Johnson come to their classrooms next year and embed information literacy into lessons. This indicator is one that Mrs. Johnson will continue working on next year.
        - FOCUS – Mrs. Johnson describes the focus of embedding information literacy skills into more curriculum units to support student learning

- GOAL – Mrs. Johnson describes the desired outcomes of increasing the number of curriculum units and classes that will have information literacy instruction embedded.
- STRATEGY – Mrs. Johnson describes how to use the school curriculum-pacing guides to determine curriculum units where she can embed information literacy instruction and library resources to enhance student learning.
- RESULTS – Mrs. Johnson describes the outcomes of embedding information literacy lessons into the school curriculum.
- Baseline Score – 2
- Follow-up Score – 3
- Growth Score – 1

Step 6: Complete the final summative evaluation

Rationale

The evaluation process exists for the improvement as a necessary catalyst for improving student performance. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the school librarian's effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback made throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the school librarian's performance observed or gathered throughout the year. This information is captured on feedback forms and the School Librarian Growth Plan or, if applicable, the School Librarian Improvement Plan. This information and data are used to complete Summative Evaluation Form.

School Librarian Summative Report   Date: _____

Librarian: _____ Probationary: _____ Permanent: _____
School: _____ Subject: _____ Academic Year: _____

Standard 1: Teaching for Learning	Meets Expectation	*Growth Opportunity	**Area of Concern
The school librarian… • applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments. • collaborates effectively with classroom teachers and other educators. • documents and communicates the impact of instruction on student achievement.			
Standard 1 Comments:			

Standard 2: Reading and Literacy	Meets Expectation	*Growth Opportunity	**Area of Concern
The school librarian… • promotes and encourages reading for enjoyment, personal growth, and learning. • provides fiction and non-fiction literatures appropriate to the students and grade levels served. • Selects reading materials in multiple formats to facilitate maximum access for all members of the school community. • models a variety of research-based literacy strategies. • advocates for students' intellectual freedom.			
Standard 2 Comments:			

School Librarian Performance Growth Chart   Academic Year: _____

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐			0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
#2	0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐			0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐
#3	0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐			0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

The first 2 pages of the summative evaluation form provides both an overview of the effectiveness of the school librarian looking across all seven standards as well as a focused view in regards to the specific indicators the school librarian has worked on throughout the year.

- Assessing the school librarian's performance across all standards:
  - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice, and impact. They are listed as a type of checklist supporting each of five standards. For each standard, three options are provided:

- **Area of Concern** – checking this box for a standard will likely result in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
- **Growth Opportunity** – checking this box for a standard might result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's School Librarian Growth Plan
- **Meets Expectation** – checking this box for this standard indicates that performance in this area meets the expectation of the administrator/district at the present time
- **Note:** The comment box provided below each standard provides an opportunity to offer the rationale for the rating as well as to acknowledge exemplary performance in this particular area.
- Assessing the school librarian's performance across all standards:
    - This section of the summative evaluation form focuses on the growth opportunities presented through the selected indicators. Summative information is provided in the following areas:
        - **Indicator and Rationale** – document the specific indicator(s) that were selected and the reason this was a growth opportunity for the school librarian
        - **Baseline Assessment** – indicate the initial rating achieved for each selected indicator
        - **Goal** – summarize the goal that was created to address the growth opportunity
        - **Results** – describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed

The final page of the Summative Evaluation Form provides an overall rating for the teacher. This section is completed as follows:

1. Years in Position – determine the number of years the school librarian has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of school librarians to different grade levels/positions without adversely affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
   a. Highly Effective Rating
      i. No areas of concern across the 7 standards, AND
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   b. Effective Rating
      i. No areas of concern across the 7 standards, AND
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   c. Minimally Effective Rating
      i. 1 Area of concern across the 7 standards, OR
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   d. Ineffective Rating
      i. Multiple areas of concern across the 7 standards, OR
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   e. Complete the comments section and the recommendation for employment

Yrs in Position	Highly Effective	Effective	Minimally Effective	Ineffective
0-2	No Areas of Concern And Indicator Ratings 4-7	No Areas of Concern And Indicator Ratings 2-3	1 Area of Concern Or Indicator Rating 1	Multiple Areas of Concern Or Indicator Rating 0
3-5	No Areas of Concern And Indicator Ratings 6-7	No Areas of Concern And Indicator Ratings 4-5	1 Area of Concern Or Indicator Rating 3	Multiple Areas of Concern Or Indicator Ratings 0-2
6-10	No Areas of Concern And Indicator Rating 7	No Areas of Concern And Indicator Ratings 5-6	1 Area of Concern Or Indicator Rating 4	Multiple Areas of Concern Or Indicator Ratings 0-3
Over 10	No Areas of Concern And Indicator Rating 7	No Areas of Concern And Indicator Rating 6	1 Area of Concern Or Indicator Rating 5	Multiple Areas of Concern Or Indicator Ratings 0-4

_____ is rated as _____ for the _____ school year.
School Librarian's Name   Effectiveness Rating   Academic Year

Overall Comments:

☐ **Recommend for Re-Employment**   ☐ **Do Not Recommend for Re-Employment**
   ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
   ☐ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

_____   _____   _____   _____
School Librarian's Signature   Date   Evaluator's Signature   Date

Example

Mrs. Johnson's administrator completed her summative evaluation form with the following information:

Assessing Mrs. Johnson's performance across all seven school librarian standards

- Standard 1: Teaching for Learning   Growth Opportunity
- Standard 2: Reading and Literacy   Growth Opportunity
- Standard 3: Information and Knowledge   Growth Opportunity
- Standard 4: Leadership and Advocacy   Growth Opportunity
- Standard 5: Program Management & Administration   Growth Opportunity
- Standard 6: Technology Integration   Growth Opportunity
- Standard 7: Professional Development   Growth Opportunity

Mrs. Johnson had no areas of concern. She had seven areas, Teaching for Learning, Reading and Literacy, Information and Knowledge, Leadership and Advocacy, Program and Administration, Technology Integration and Professional Development that were marked by her administrator as growth opportunities. Her selected indicators next year could come from any of these standards. In the comments section under Standard 3 Information and Knowledge, her administrator noted that he felt Mrs. Johnson was especially strong in her ideas related to embedding information literacy into additional course units. Her administrator encourages her to continue to work on this standard paired with standard 1.2, instructional partner next year.

Assessing Mrs. Johnson's performance on selected indicators

Mrs. Johnson's follow-up ratings on her identified indicators show improved effective practice on specific targets intended to improve the learning of the primary/secondary sources and citation with the American History courses taught by Mrs. Smith. Her ratings on her practice moved from a rating of:

- Developing (3) to Developing (4) on Quality Indicator 1.3: 1.3: Effective and Knowledgeable Teacher
- Emerging (1) to Emerging (2) on Quality Indicator 1.2 Instructional Partner
- Emerging (2) to Developing (3) on Quality Indicator 3.2: Information Literacy

Her average rating based on her follow-up assessments is 9 total/3 indicators =3. This average follow-up assessment score provides a general summary on the growth

Her average rating based on her follow-up assessments is 13 total/3 indicators = 4.3. This average follow-up assessment score places Mrs. Johnson into the effective category. This information provides a general summary on the growth Mrs. Johnson achieved in her three growth opportunities.

Mrs. Johnson is in her second year of being a high school librarian. Since she has been in her current, evaluated position for two years, the first row of the Overall School Librarian Rating Chart is used. Mrs. Johnson had no areas of concern AND her average rating fell in the 2-3 range.

Yrs in Position	Highly Effective	Effective	Minimally Effective	Ineffective
0-2	No Areas of Concern And Indicator Ratings 4-7	No Areas of Concern And Indicator Ratings 2-3	1 Area of Concern Or Indicator Rating 1	Multiple Areas of Concern Or Indicator Rating 0
3-5	No Areas of Concern And Indicator Ratings 6-7	No Areas of Concern And Indicator Ratings 4-5	1 Area of Concern Or Indicator Rating 3	Multiple Areas of Concern Or Indicator Ratings 0-2
6-10	No Areas of Concern And Indicator Rating 7	No Areas of Concern And Indicator Ratings 5-6	1 Area of Concern Or Indicator Rating 4	Multiple Areas of Concern Or Indicator Ratings 0-3
Over 10	No Areas of Concern And Indicator Rating 7	No Areas of Concern And Indicator Rating 6	1 Area of Concern Or Indicator Rating 5	Multiple Areas of Concern Or Indicator Ratings 0-4

Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a school librarian's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Reflect on personal growth and possible future opportunities for continued growth
3. Plan ahead for future opportunities for growth. In collaboration with the administrator and perhaps teams of school librarians and/or colleagues, select indicators for next year (applies to returning school librarians).
4. Continue to acquire new knowledge and practice new strategies and skills

Example

Through the end of the year, Mrs. Johnson continues to reach out to teachers with ideas for embedding information literacy instruction into their curriculum units. She has made plans with six teachers; three English, one science, and two social studies teachers to teach information literacy lessons next fall. She reflects on how new learning, skills and strategies from the evaluation process have contributed to her students improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. Based on her Summative Evaluation Form, they consider and discuss selecting indicators for the following school year. Their professional conversation includes consideration of working on some of the same indicators next year. Mrs. Johnson will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop a School Librarian Growth Plan	Regularly assess progress and provide feedback Develop two Student Learning Objectives	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the School Librarian Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by mentors, peers, school Librarian team members as well as principals and assistant principals.	Conduct a follow-up assessment of identified indicators. Determine overall progress on the School Librarian Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Teacher	April –Summer	August – October		November – February		By March 15	April – Summer