

INTRODUCTION

Greenville County Schools' Performance Assessment System for Media Specialists (PAS-MS) informal evaluation instrument incorporates a process for collecting and presenting data to document performance.

The goal of the media specialist's evaluation is to support the continuous growth and development of each professional by monitoring, analyzing, and applying pertinent data that are compiled within a system of meaningful feedback.

The primary purposes of the evaluation system are to:

- ◆ improve the quality of instruction by assuring accountability for school performance.
- ◆ contribute to the successful achievement of the goals and objectives defined in the Educational Plan for Greenville County Schools.
- ◆ provide a basis for instructional improvement through productive media specialist appraisal and professional growth.
- ◆ promote self-growth, instructional effectiveness, and improvement of overall job performance.

IDENTIFYING PERFORMANCE DIMENSIONS

Clearly defined professional responsibilities for media specialists provide the foundation of this evaluation system.

The expectations for media specialist performance are defined using the ADEPT for Library Media Specialists' Performance Dimensions and the corresponding Key Considerations.

For media specialists, there are seven performance dimensions.

ADEPT for Media Specialists Performance Dimensions:

1. Long Range Planning

The media specialist plans using appropriate goals, objectives, policies, and procedures related to the administration and management of the media center.

2. Administering the Library Media Program

The media specialist implements policies and procedures for the use of services, resources, budget, and space and communicates them to members of the community.

3. Collaboration for Instruction and Services

The media specialist works collaboratively with teachers to plan and deliver instruction that integrates information literacy and technology with curriculum standards.

4. Library Media Collection and Resource Management

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

5. Maintaining an Environment Conducive to Inquiry

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

6. Assessing the Library Media Program

The media specialist conducts appropriate assessments of the library media collection, instructional program, and facility, and uses the results of these evaluations to enhance resources and services.

7. Professional Responsibilities

The media specialist demonstrates a commitment to professional growth and ethical standards to advance the mission, goals, and policies of Greenville County Schools.

DOCUMENTING PERFORMANCE

Multiple data sources provide for a comprehensive and authentic “performance portrait” of the media specialist’s work. The sources of information described in Table 1 were selected to provide the most comprehensive and accurate feedback on performance.

Table 1: Data Sources for media specialists

Data Source	Definition
Performance Goal Setting	Media specialists set 3 goals a year - one in each of the following areas: Professionalism, Program Improvement, and Collaboration. Goals need to be set by October 1 st of each year and must be approved by the administrator.
Portfolio	The portfolio includes artifacts that provide documentation for the seven performance dimensions.
Faculty and Student Surveys & Summary Reports	Faculty and student surveys provide information to the media specialist about teacher and student perceptions of how the professional is performing and how the media center is managed. The actual survey responses are seen by the media specialist who prepares a survey summary for inclusion in the portfolio. Surveys should be distributed during the second nine weeks.
Informal Observations with Reflections	Informal observations are intended to provide more frequent information on additional contributions made by the media specialist. Administrators should conduct a minimum of 2 observations per year. Observations are conducted on Performance Dimensions 2, 3, and 5. (minimum 20 minutes - one per semester)

EVALUATION CYCLES

Media Specialists on an Induction Contract and an Annual Contract will follow the regulated ADEPT for Library Media Specialists as provided by the State Department of Education. Information about the ADEPT for Library Media Specialists for formal evaluation can be found at www.scteachers.org. Media specialists on a Continuing Contract will use the PAS-MS as the method of informal evaluation.

The three-year cycle is contingent upon a high level of performance. An administrator may recommend an alteration in the schedule in the event that a Continuing Contract media specialist is not meeting the performance standards. A recommendation for formal yearly evaluation for a continuing contract media specialist must be given by April 15th. If a media specialist is recommended for formal evaluation, the evaluation model used would be the ADEPT for Library Media Specialists.

Year	Data Collection Procedure	Form(s)	Timeline
1 and 2	Performance Goal Setting	Performance Goal Setting Forms	by October 1
	Faculty and Student Survey	Survey & Summary Report	second marking period
	Portfolio	Portfolio Table of Contents	By May 30 th
	Informal Observations	Informal Classroom Observation Form	1 per semester/2 yearly
3	Performance Goal Setting	Performance Goal Setting Form	by October 1
	Informal Observations With Reflections	Informal Classroom Observation Form Reflection Form	1 per semester/2 yearly
	Faculty and Student Survey	Survey & Summary Report	second marking period
	Mid-year conference	Interim Performance Report	before the end of the second semester
	Portfolio	Portfolio Table of Contents	By May 30 th
	End-of-year Evaluation Conference	Summative Performance Report	By the last contract day

MAKING SUMMATIVE DECISIONS

There are two major considerations in assessing job performance during summative evaluation: 1) the actual dimensions and 2) how well they are performed. Summative evaluation is designed to be outcome/results oriented and connected to professional improvement.

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from “exemplary” to “unsatisfactory.” The use of the scale enables evaluators to acknowledge effective performance (i.e., “exemplary” and “proficient”) and provides two levels of feedback for media specialist not meeting expectations (i.e., “needs improvement” and “unsatisfactory”).

Table 3: Definitions of Terms in Rating Scale

Rating	Definition
Exemplary	High quality performance: <ul style="list-style-type: none"> ◆ exceeds the requirements contained in the job description as expressed in the evaluation criteria ◆ continually seeks opportunities to learn and apply new skills. ◆ consistently exhibits behaviors that have a strong positive impact on stakeholders and the school climate and serves as a role model to others.
Proficient	High quality performance: <ul style="list-style-type: none"> ◆ meets the requirements contained in the job description as expressed in the evaluation criteria. ◆ demonstrates willingness to learn and apply new skills. ◆ exhibits behaviors that have a positive impact on stakeholders and school climate.
Needs Improvement	Inconsistent performance: <ul style="list-style-type: none"> ◆ results in less than quality work performance. ◆ Indicates a need for a plan of improvement identified by the evaluation team. ◆ will result in an <i>unsatisfactory</i> rating if improvement is not made.
Unsatisfactory	Poor quality performance: <ul style="list-style-type: none"> ◆ does not meet the requirements contained in the job description as expressed in the evaluation criteria. ◆ may result in the employee not being recommended for continued employment, if a plan of improvement is not met.

Performance Appraisal Rubric

A performance appraisal rubric is provided for each of the seven identified performance dimensions and provides a general description of what a rating entails. The performance rubrics guide evaluators in assessing *how well* a standard is performed.

IMPROVING PERFORMANCE

If a media specialist's performance does not meet expectations established by Greenville County Schools, the media specialist may be placed on an *Improvement Plan*. Placement on an *Improvement Plan* is at the discretion of the administrator.

Any of these scenarios could result in the *Improvement Plan* or removal from the position.

- ◆ A media specialist receives two or more "not evident" ratings on the interim performance report.
- ◆ A media specialist receives two or more ratings of "needs improvement" overall in a summative performance report; or
- ◆ A media specialist receives one rating of "unsatisfactory" on any of the seven performance dimension in a summative performance report.

Additionally, placement on the *Improvement Plan* may occur at any point during the year for any good and just cause.

Media Specialist Summative Performance Report

Media Specialist _____

School _____

School Year _____

Directions

Administrators use this form by the last contract day to provide the media specialist with an assessment of performance. The media specialist will be given a copy of the form at the end of the evaluation cycle.

<p>Performance Dimension 1: Long Range Planning The media specialist plans using appropriate goals, objectives, policies and procedures related to the administration and management of the Media Center.</p> <p><i>Comments</i></p>	<p>Rating <input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>
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<p>Performance Dimension 2: Administering the Library Media Program The media specialist implements policies and procedures for the use of services, resources, budget, and space and communicates them to members of the school community.</p> <p><i>Comments</i></p>	<p>Rating <input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>
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<p>Performance Dimension 3: Collaboration for Instruction and Services The media specialist works collaboratively with teachers to plan and deliver instruction that integrates information literacy and technology with curriculum standards.</p> <p><i>Comments</i></p>	<p>Rating <input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>
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<p>Performance Dimension 4: Library Media Collection and Resource Management The media specialist selects, acquires, organizes, circulates, maintains, provides access to, and promotes the use of the diverse collection of resources and technologies.</p> <p><i>Comments</i></p>	<p>Rating <input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>
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<p>Performance Dimension 5: Maintaining an Environment Conducive to Inquiry The media specialist creates a safe, attractive, open, and accessible environment that is conducive to learning and inquiry.</p> <p><i>Comments</i></p>	<p>Rating</p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Unsatisfactory</p>
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<p>Performance Dimension 6: Assessing the Library Media Program The media specialist conducts appropriate assessments of the library media collection, instructional program, and facility, and uses the results of these evaluations to enhance resources and services.</p> <p><i>Comments</i></p>	<p>Rating</p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Unsatisfactory</p>
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<p>Performance Dimension 7: Professional Responsibilities The media specialist demonstrates a commitment to professional growth and ethical standards to advance the mission, goals, and policies of Greenville County Schools.</p> <p><i>Comments</i></p>	<p>Rating</p> <p><input type="checkbox"/> Exemplary</p> <p><input type="checkbox"/> Proficient</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Unsatisfactory</p>
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Strengths

Areas of Improvement

Administrator's Signature/Date

Media Specialist's Signature/Date

RESOURCES

INTRODUCTION

The resources section contains copies of forms used during the Performance Assessment System for Media Specialist evaluation cycle.

Performance Goal Setting
Faculty Survey and Tally Sheet
Student Surveys and Tally Sheets
Informal Observation Form
Reflection Form
Interim Performance Report
Summative Performance Report
Improvement Plan

Goal Setting Form for Media Specialists

This form is a tool to assist media specialists in setting annual goals that are measurable. Each year, the media specialist should write one goal for each of the three identified areas.

Media Specialist's Name: _____ School _____

The goal relates to the following area:

Collaboration Programming Professionalism

Baseline Data (*What is the current situation?*):

Goal Statement:

Strategies for Improvement:

Mid-Year Review:

End of the year results:

Media Specialist's Signature: _____ Date _____

Principal's Signature: _____ Date _____

Greenville County Schools
Faculty Survey Summary

School _____

Date the survey was given _____

1. How many surveys did you distribute?	/	2. How many completed surveys were returned?	=	3. What is the percentage of completed questionnaires you received (#1 divided into #2 multiplied by 100)?
				%

Satisfaction Analysis

4. Describe your survey population(s) (i.e., list appropriate demographic characteristics such as number of teachers new to the profession, other faculty members surveyed, experienced teachers who are new to the building, teachers new to the grade level/subject area, and total experienced teachers).

5. List factors that might have influenced the results.

6. Analyze survey responses and answer the following questions:
 - A) What was perceived as major strengths?

 - B) What was perceived as areas for improvement?

 - C) How can you use this information for continuous professional growth?

Greenville County Schools
Faculty Survey for Media Centers

The purpose of this survey is to allow you to give your media specialist ideas how the library program. Facilities and/or his or her performance could be improved to meet school and community needs.
DO NOT PUT YOUR NAME ON THIS SURVEY. For each question, circle the response which best fits your feelings towards and or usage of the media center. If you wish to comment, please write your comments at the end of the survey.

Media Specialist's Name _____ School _____ School Year _____

COLLABORATION

	Never	Once or twice a year	Once each 9 weeks	Monthly	Weekly
1. The media specialist meets with me to collaboratively plan instructional units.	0	1	2	3	4
2. The media specialist helps me to incorporate information literacy/research skills into my curriculum.	0	1	2	3	4
3. The media specialist helps me to incorporate technology skills instruction into my curriculum.	0	1	2	3	4
4. The media specialist partners with me for literacy instruction and reading promotion in my classroom curriculum.	0	1	2	3	4
5. I co-teach collaborative units with the media specialist that combine information literacy or technology skills with my content standards.	0	1	2	3	4

GENERAL INFORMATION.

	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
6. The media center is an integral part of the school-wide reading program.	0	1	2	3	4
7. The media center is an integral part of the school's instructional program.	0	1	2	3	4
8. The media specialist offers relevant, useful professional development.	0	1	2	3	4
9. I use the technology available in the media center as part of my instructional program.	0	1	2	3	4
10. I feel comfortable in asking for assistance from the media center staff.	0	1	2	3	4
11. My students feel comfortable asking for assistance from the media center staff.	0	1	2	3	4
12. The media specialist keeps me informed of new resources and materials relevant to my classroom needs.	0	1	2	3	4
13. I use the media center on a regular basis.	0	1	2	3	4
14. I value the knowledge and assistance I receive from the media specialist.	0	1	2	3	4
15. I value and use the professional collection available in the media center.	0	1	2	3	4

COLLECTION

	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
16. The media specialist responds to my suggestions for purchase of materials.	0	1	2	3	4
17. Students are encouraged to suggest materials to be purchased for the media center collection.	0	1	2	3	4

18.	The media center collection has materials that are age and developmentally appropriate for our student population.	0	1	2	3	4
19.	The media center collection supports different learning styles with materials in a variety of formats (e.g., print, computer software, videos, CDs).	0	1	2	3	4
20.	My students have easy access to a variety of resources.	0	1	2	3	4
21.	The media center collection includes a well-balanced literature (fiction) section on a variety of reading levels.	0	1	2	3	4
22.	The media center collection offers up-to-date and relevant resources.	0	1	2	3	4
23.	The media center collection supports my curriculum and meets my instructional needs.	0	1	2	3	4
24.	The media center professional collection is current and meets my professional needs.	0	1	2	3	4

FACILITY		NA	Strongly Disagree	Disagree	Agree	Strongly Agree
25.	The facility encourages individual, small group, and class work with a warm, inviting atmosphere.	0	1	2	3	4
26.	The facility is conducive to inquiry and study.	0	1	2	3	4
27.	The facility has sufficient space to accommodate individual, small group, and class instruction.	0	1	2	3	4
28.	The arrangement of library resources makes it easy to find and access materials.	0	1	2	3	4
29.	The facility is available for students and teachers when they need to use the media center resources and space.	0	1	2	3	4
30.	Flexibility of the media center schedule allows me to use the media center and its resources to meet my instructional needs.	0	1	2	3	4

COMMENTS:

Greenville County Schools
Faculty Survey Tally Sheet

Directions: Use this sheet to tally the number of responses received on the Faculty Surveys that were submitted. Then include tally sheet with the survey summary in the portfolio.

COLLABORATION

	Never	Once or twice a year	Once each 9 weeks	Monthly	Weekly
1. The media specialist meets with me to collaboratively plan instructional units.					
2. The media specialist helps me to incorporate information literacy/research skills into my curriculum.					
3. The media specialist helps me to incorporate technology skills instruction into my curriculum.					
4. The media specialist partners with me for literacy instruction and reading promotion in my classroom curriculum.					
5. I co-teach collaborative units with the media specialist that combine information literacy or technology skills with my content standards.					

GENERAL INFORMATION

	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
6. The media center is an integral part of the school-wide reading program.					
7. The media center is an integral part of the school's instructional program.					
8. The media specialist offers relevant, useful professional development.					
9. I use the technology available in the media center as part of my instructional program.					
10. I feel comfortable in asking for assistance from the media center staff.					
11. My students feel comfortable asking for assistance from the media center staff.					
12. The media specialist keeps me informed of new resources and materials relevant to my classroom needs.					
13. I use the media center on a regular basis.					
14. I value the knowledge and assistance I receive from the media specialist.					
15. I value and use the professional collection available in the media center.					

COLLECTION

	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
16. The media specialist responds to my suggestions for purchase of materials.					
17. Students are encouraged to suggest materials to be purchased for the media center collection.					
18. The media center collection has materials that are age and developmentally appropriate for our student population.					
19. The media center collection supports different learning styles with materials in a variety of formats (e.g., print, computer software, videos, CDs).					
20. My students have easy access to a variety of resources.					

21.	The media center collection includes a well-balanced literature (fiction) section on a variety of reading levels.					
22.	The media center collection offers up-to-date and relevant resources.					
23.	The media center collection supports my curriculum and meets my instructional needs.					
24.	The media center professional collection is current and meets my professional needs.					

FACILITY

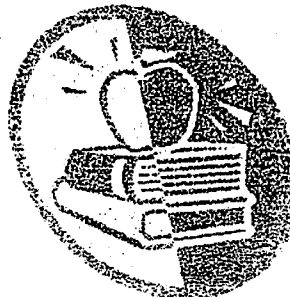
NA Strongly Disagree Disagree Agree Strongly Agree

		NA	Strongly Disagree	Disagree	Agree	Strongly Agree
25.	The facility encourages individual, small group, and class work with a warm, inviting atmosphere.					
26.	The facility is conducive to inquiry and study.					
27.	The facility has sufficient space to accommodate individual, small group, and class instruction.					
28.	The arrangement of library resources makes it easy to find and access materials.					
29.	The facility is available for students and teachers when they need to use the media center resources and space.					
30.	Flexibility of the media center schedule allows me to use the media center and its resources to meet my instructional needs.					
25.	The facility encourages individual, small group, and class work with a warm, inviting atmosphere.					
26.	The facility is conducive to inquiry and study.					

Student Library Survey

Dear Students,

We want you to have the best library possible! Help us by reading these questions and marking your answers to let us know how you use the library and what you think about our services.



Please return this form to the library information center.

When do you visit the library? (Check all that apply)

before school with my teacher during lunch during class after school

How many times do you visit the library each month? _____

Please check all the reasons you visit the library.

<input type="checkbox"/>	lessons with my class	<input type="checkbox"/>	research/find information
<input type="checkbox"/>	use programs on the computer	<input type="checkbox"/>	get the librarian's advice for a project
<input type="checkbox"/>	find books I am interested in	<input type="checkbox"/>	meet friends
<input type="checkbox"/>	study or do homework	<input type="checkbox"/>	type a paper or report
<input type="checkbox"/>	prepare a multimedia project (Powerpoint, web page, newsletter)	<input type="checkbox"/>	Read books, magazines or newspapers
<input type="checkbox"/>	use the Internet	<input type="checkbox"/>	other (please specify) _____ _____

Do you feel you have enough time to visit the library? Yes No

Comments _____

When you visit, do you usually find the materials you are looking for? Yes No

Comments _____

Is the library staff friendly and helpful (the Media Specialist and Media Assistant)? Yes No

Comments _____

Does the librarian offer suggestions or help with your research? Yes No

Comments _____

Do you feel like you know how to use the library well? Yes No

Comments _____

(Turn page over and complete page 2)

Do you feel you know how to use the Internet well? Yes No

Comments _____

Do you feel you know how to use DISCUS well? Yes No

Comments _____

Have you ever accessed our school library databases from home? Yes No

Which ones? _____

Do you find the library's website useful? Yes No

Comments _____

Do you feel confident searching the Web? Yes No

Comments _____

Do you feel you know how to use the computer well? Yes No

What skills would you like to improve?

Are there materials you have looked for that are not in the library's collection? Yes No

Please list specific materials you would like us to add. _____

Do you use other libraries? Yes No If so, which other libraries do you use?

Is the library a friendly, comfortable and fun place to visit? Yes No

Comments _____

What is the best thing about our school library? _____

When you read for pleasure, which authors or types of books do you most often choose?

What overall "grade" would you give your library if we were getting a report card? _____

What grade are you in? _____

Other comments _____

Elementary Student Tally Sheet

Time library is used:

Before school	With my teacher	During lunch	During class	After school

Frequency of use:

0-2	3-5	5-7	8-10	10+

Purpose for visit:

	lessons with my class		research/find information
	use programs on the computer		get the librarian's advice for a project
	find books I am interested in		meet friends
	study or do homework		type a paper or report
	prepare a multimedia project (Powerpoint, web page, newsletter)		Read books, magazines or newspapers
	use the Internet		Other

<i>Yes/No Question responses – record total in each column</i>	Yes	No
Do you feel you have enough time to visit the library?		
When you visit, do you usually find the materials you are looking for?		
Is the library staff friendly and helpful (the Media Specialist and Media Assistant)?		
Does the librarian offer suggestions or help with your research?		
Do you feel like you know how to use the library well?		
Do you feel you know how to use the Internet well?		
Do you feel you know how to use DISCUS well?		
Have you ever accessed our school library databases from home?		
Do you find the library's website useful?		
Do you feel confident searching the Web?		
Do you feel you know how to use the computer well?		
Are there materials you have looked for that are not in the library's collection?		
Do you use other libraries?		
Is the library a friendly, comfortable and fun place to visit?		

Summarize comments and briefly quote any frequently occurring comments:

What is the best thing about our library:
Summarize/List frequent responses:

Reading preferences should be noted on collection development plan sheet.

Overall library "grade":

A	B	C	D	F

Respondent Grades:

K	1	2	3	4	5

Greenville County Schools

School Library Media Center Survey – STUDENT

Thank you for completing this survey. Your answers will help us provide a better school library media center for you to use. When you answer these questions, think of all the times you have used the school library and all the classes that you have had in the school library that helped you learn how to find and use the information there.

Please indicate your agreement with each statement. If you strongly disagree, circle 1, if you strongly agree circle 4. If the question does not apply to your experience, circle NA. If you wish to comment, please write your comments at the end of the survey.

	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
Because of lessons in the media center I feel comfortable:					
1. Finding and using information I am looking for.	0	1	2	3	4
2. Identifying keywords to use in searches.	0	1	2	3	4
3. Using different types of resources (books, magazines, internet sites, reference materials, video, etc.).	0	1	2	3	4
4. Accessing and using DISCUS.	0	1	2	3	4
5. Finding books to read for information and enjoyment.	0	1	2	3	4
6. Accessing electronic resources available through the library.	0	1	2	3	4
7. a) OPAC (online card catalog)	0	1	2	3	4
8. b) DISCUS	0	1	2	3	4
c) Other subscriptions (e.g., Culturgrams, ProQuest, World Book Online, etc.)	0	1	2	3	4
9. d) Library media center's web page	0	1	2	3	4
10. e) School's web page	0	1	2	3	4
11. f) District web page	0	1	2	3	4
12. g) Internet	0	1	2	3	4
13. Using the public library to find resources.	0	1	2	3	4
14. I understand that plagiarism is wrong and that I should credit the sources where I find my information.	0	1	2	3	4
15. The media center staff is friendly and helpful.	0	1	2	3	4
16. I feel comfortable asking the media specialist(s) for help in research or finding materials.	0	1	2	3	4
17. I can suggest materials to be purchased for the library media center collection.	0	1	2	3	4
18. The library media center has enough space for individuals, small groups, and whole classes to use the library at the same time.	0	1	2	3	4

19. The library media center schedule allows students to use the library whenever they have time during the day.	0	1	2	3	4
20. The media center has enough computers for students and teachers to use for research					
21. I regularly check out books for my personal use.	0	1	2	3	4
22. The Media Center is a good place to work on assignments.	0	1	2	3	4
23. The Media Center has magazines that I enjoy reading.	0	1	2	3	4
24. The Media Center has sufficient <u>book</u> resources for my assignments and personal needs.	0	1	2	3	4
25. The Media Center has sufficient <u>video</u> resources for students.	0	1	2	3	4
26. The Media Center has sufficient <u>on-line</u> resources.	0	1	2	3	4
27. If longer library hours were offered, I would come in early or stay late to use resources.	0	1	2	3	4

I usually visit the Media Center: **(Circle all that apply)**

1. before school 2. during class with my teachers 3. during lunch
 4. after school 5. after completing work in a class 4. rarely visit the Media Center

I have been given research or reading assignments using media center materials in the following classes: (Check all that apply)

English math social studies science art music
 PE other (Please state which) _____

Please list any books, videos, authors or magazines that you would like to see included in the Media Center for student use:

Comments:

I am in the _____ grade.

Greenville County Schools
Student Survey Tally Sheet

	NA	Strongly Disagree	Disagree	Agree	Strongly Agree
Because of lessons in the media center I feel comfortable:					
1. Finding and using information I am looking for.					
2. Identifying keywords to use in searches.					
3. Using different types of resources (books, magazines, internet sites, reference materials, video, etc.).					
4. Accessing and using DISCUS.					
5. Finding books to read for information and enjoyment.					
6. Accessing electronic resources available through the library.					
7. a) OPAC (online card catalog)					
8. b) DISCUS					
c) Other subscriptions (e.g., Culturgrams, ProQuest, World Book Online, etc.)					
9. d) Library media center's web page					
10. e) School's web page					
11. f) District web page					
12. g) Internet					
13. Using the public library to find resources.					
14. I understand that plagiarism is wrong and that I should credit the sources where I find my information.					
15. The media center staff is friendly and helpful.					
16. I feel comfortable asking the media specialist(s) for help in research or finding materials.					
17. I can suggest materials to be purchased for the library media center collection.					
18. The library media center has enough space for individuals, small groups, and whole classes to use the library at the same time.					
19. The library media center schedule allows students to use the library whenever they have time during the day.					
20. The media center has enough computers for students and teachers to use for research					
21. I regularly check out books for my personal use.					
22. The Media Center is a good place to work on assignments.					
23. The Media Center has magazines that I enjoy reading.					
24. The Media Center has sufficient <u>book</u> resources for my					

REFLECTION

Library Media Specialist

Date of observation

Title of lesson

Grade level

Subject area

Course

COLLABORATIVE PLANNING

Unit: Describe the unit of which this lesson is a part.

Standards

- ❖ List the specific curriculum standard(s) relating to the content of the lesson.
- ❖ List the specific information literacy standard(s) relating to the content of the lesson.
- ❖ List the specific technology standard(s) relating to the content of the lesson.

Lesson objective(s):

Focus questions for the lesson:

Lesson content/skills:

Proposed learning activities: Include the proposed classroom/library media center/computer lab teaching and learning activities for this lesson.

Resources: List the necessary resources for this lesson (e.g., Web sites, library books, software, videotapes, audiotapes, professional books).

Assessment(s): Describe the formal and informal assessments and/or final product(s) that will be used to measure student learning in terms of the lesson objective(s).

Description of roles and responsibilities of

- ❖ *the library media specialist:*
- ❖ *the classroom teacher:*
- ❖ *other(s):*

CONDUCTING THE LESSON

Lesson flow: Describe the activities and events as they occurred during the lesson.

REFLECTION AND EVALUATION

- ❖ *What worked well during the lesson?*
- ❖ *What are your suggestions for improving the lesson?*

- ❖ *What worked well during collaborative planning?*
- ❖ *What are your suggestions for improving the collaborative planning process?*
- ❖ *What materials/technology/resources will be needed if this lesson is repeated?*
- ❖ *How effectively were the state curriculum standards addressed during this lesson, and on what basis did you make this determination?*
- ❖ *How effectively were the information literacy standards addressed during this lesson, and on what basis did you make this determination?*
- ❖ *What impact did the technology integration have on this lesson?*
- ❖ *How well did the library resource collection support the objectives of this lesson?*

Scale: 5 = excellent 4 = above average 3 = average 2 = below average 1 = poor

* Diversity of formats (books, multimedia, electronic, Web-based) _____

* Currency of books and other materials _____

* Sufficiency of resources (i.e., enough materials for the number of students) _____

* Appropriateness (i.e., reading/viewing/listening levels meet student needs) _____

TOTAL of the above four ratings _____

AVERAGE of the above four ratings _____

Interim Performance Report

Due end of first semester

Media Specialist _____ School Year _____
School _____

Directions

This form is to be completed by the administrator by the end of the first semester. Evidence can be drawn from informal observations, portfolio review, and other appropriate sources.

Performance Dimension 1: Long Range Planning
The media specialist plans using appropriate goals, objectives, policies and procedures related to the administration and management of the Media Center.

Comments

Evident Not Evident

Performance Dimension 2: Administering the Library Media Program
The media specialist implements policies and procedures for the use of services, resources, budget, and space and communicates them to members of the school community.

Comments

Evident Not Evident

Performance Dimension 3: Collaboration for Instruction and Services
The media specialist works collaboratively with teachers to plan and deliver instruction that integrates information-literacy and technology with curriculum standards.

Comments

Evident Not Evident

Performance Dimension 4: Library Media Collection and Resource Management
The media specialist selects, acquires, organizes, circulates, maintains, provides access to, and promotes the use of the diverse collection of resources and technologies.

Comments

Evident Not Evident

Performance Dimension 5: Maintaining an Environment Conducive to Inquiry

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

Comments

Evident

Not Evident

Performance Dimension 6: Assessing the Library Media Program

The media specialist conducts appropriate assessments of the library media collection, instructional program, and facility, and uses the results of these evaluations to enhance resources and services.

Comments

Evident

Not Evident

Performance Dimension 7: Professional Responsibilities

The media specialist demonstrates a commitment to professional growth and ethical standards to advance the mission, goals, and policies of Greenville County Schools.

Comments

Evident

Not Evident

Strengths

Areas for Improvement

Improvement Plan ____ is ____ is not required

Administrator's Signature/Date

Media Specialist Signature/Date

**Greenville County Schools
IMPROVEMENT PLAN**

Media Specialist

School

Administrator

School Year

Date Initiated

Performance Dimension(s) requiring improvement:

Objectives, strategies, and results¹:

Performance Objectives	Procedures/ Resources	Comments/ Review Date(s)/ Initials ²	Target Improvement Date	Results

Administrator's Signature/Date Completed

Media Specialist's Signature/Date Completed

:

PORTFOLIO COMPONENT INTRODUCTION

The professional portfolio is an organized collection of work which documents the educator's skills, talents, and accomplishments. The portfolio is an opportunity to demonstrate professional competence with regard to meeting state ADEPT for Library Media Specialists' performance dimensions.

Purpose

The purpose of the portfolio is to document excellence in job performance. The portfolio provides the media specialist with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with the evaluation team. The emphasis is on the quality of work, not the quantity of materials presented.

The Professional Portfolio

Your portfolio

- ◆ is a three-ring binder provided by the school district.
- ◆ is one component of a multi-source evaluation and compliments the observation components.
- ◆ is a work in progress and is to be continually maintained.
- ◆ should be user-friendly (neat, organized).
- ◆ contains appropriate documentation.
- ◆ contains the items you wish to present to your administrator. You have full responsibility for contents, pacing, and development.
- ◆ is limited to items that will fit within the binder with the exception of the required *Policy and Procedures Manual*.
- ◆ should contain summary information and analysis whenever possible.
- ◆ should contain at a minimum the required documentation listed within each performance standard section.
- ◆ remains in your possession and discussed with your administrator when requested.
- ◆ belongs to you (even if you change schools or leave the school district).

PAS-MS Professional Dimensions

PD 1: Long Range Planning

Goals, objectives, policies, and procedures including plans for collaboration, assessment, communication, and advocacy; anticipates information and technology needs of the school community.

Required Documentation

Policy and Procedures Manual
Self-Evaluation of the program using the SC Media Program rubric

Suggested Documentation

School Profile

PD 2: Administering the Library Media Program

Manage and implements policies and procedures, space, equipment, supplies, and storage; Administer the budget and maintain statistical data and appropriate records

Required Documentation

*Programming Goal
Printed LSM Survey
Front page of media center website
Collection Development Budget Form

Suggested Documentation

Students' and teachers' handbooks for media center
District technology survey
TAC report
Copies of newsletters, brochures, flyers sent to the school community
Printed copy of the annual online LSM Survey
Front page of the media center's web site
Collection Development Budget Form

PD 3: Collaboration for Instruction and Services

Establishes instructional partnerships, provides PD for teachers, Integrates Information Literacy, Technology standards; Environment promotes student achievement.

Required Documentation

*Collaboration goal
Reflections after observations
Copy of Lesson Plan

Suggested Documentation

Classroom teacher unit assessment form
Evidence of staff development related to media services

Bibliographies for teachers

Evidence of Reading Program promotional

PD 4: Library Media Collection and Resource Management

Implements collection development policy; seeks selection of resources from stakeholders; Develops circulation policy, makes materials easily accessible

Required Documentation

Titlewise Collection Analysis – Fall and Spring Reports
Collection Development Plan

Suggested Documentation

Teacher and student request forms
Photos of library signage

PD 5: Creating and Maintaining an Environment Conducive to Inquiry

Assists and trains patrons in effective use of library

Required Documentation: none

Suggested Documentation

Schematic of the media center
Pictures of displays

PD 6: Assessing the Library Media Program

Uses assessment results based on data collection methods

Required Documentation

Summary results from Faculty and Student Surveys

Suggested Documentation

Teacher/Student/Staff suggestions for additional resources
Collection map
Library Calendar indicating teachers' usage

PD 7: Fulfilling Professional Responsibilities

Demonstrates high level of commitment to professional growth

Required Documentation

**Professionalism Goal*

Documentation of receiving Technology Proficiency

Suggested Documentation

Certificates for professional development credits earned

Recognitions letters/

Membership/involvement in professional organizations