

**CONWAY SCHOOL DISTRICT  
PROFESSIONAL EVALUATION SYSTEM**

**CONWAY ANNUAL LIBRARY MEDIA  
SPECIALISTS EVALUATION**

**2011**

**ADOPTED 2000-2001**

**Revised 2003-2004**

**Revised 2011**

**Acknowledgement of original source for the  
Conway School District Professional Evaluation System**

*Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching,  
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**CONWAY SCHOOL DISTRICT  
PROFESSIONAL EVALUATION SYSTEM**

**CONWAY ANNUAL  
LIBRARY MEDIA SPECIALIST EVALUATION**

**TABLE OF CONTENTS**

	Page
Introduction	2-3
Conway Professional Evaluation System Timeline	4-5
Observation Procedures & Questions and Answers	6-7
Annual Statement of Goals/Personal Plan	8
Formal Observation Form	9
Informal Observation Form	10
<b>Appendix Form</b>	
A Conway Annual Library Media Specialist Forms	11-15
B Components of Professional Practice: Library Media Specialists	16-24

# CONWAY SCHOOL DISTRICT PROFESSIONAL EVALUATION SYSTEM

## **COMMITTEE MEMBERS:**

Janine McLauchlan, Bob Gadowski, Mark Zangari, Neal Moylan, Carl Nelson, Curtis Finney, Rami Coffey, Rebecca Hill, Elizabeth Hughes, Sean Littlefield, Lynne Brydon.

## **GOALS OF THE PROFESSIONAL SYSTEM:**

The Goals of the Conway District Professional Evaluation System are to:

- Improve instruction
- Encourage reflective practice
- Foster professional dialogue between teacher and supervisor
- Provide a mutually understood set of priorities focused on improvement
- Foster continuous improvement and professional growth
- Provide a mechanism for differentiating performance and awarding compensation
- Provide districtwide needs data for providing staff development

## **THE CONWAY ANNUAL TEACHER EVALUATION FORM (CATE)**

At the core of the Professional Evaluation System is the CATE. (See Appendix A) The CATE Form is based on research about teaching and learning, and represents a credible and widely accepted set of criteria associated with effective teaching. The framework and criteria are consistent with the beliefs of the Conway educational community. The CATE instrument has four categories of criteria or domains, relating to teaching performance. They are:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

Rubrics for each domain are found in Appendix B and/or in Enhancing Professional Practice, A Framework for Teaching (2<sup>nd</sup> edition) by Charlotte Danielson.

The criteria in the instructional domain are weighted double the value of the other criteria to emphasize the critical importance of this domain.

## **PROCEDURES FOR THE PROFESSIONAL EVALUATION SYSTEM:**

A framework for the evaluation process follows, with details and timelines outlined on the **Conway Professional Evaluation System Grid** for teachers at these four levels. All placements are based on annual decisions.

- **Unsatisfactory**

Demonstrates unsatisfactory performance by achieving less than 43 percent

Makes unsatisfactory improvement on annual goals

At risk of nonrenewal

A teacher can remain unsatisfactory for up to 1 year.

- **Basic**

Demonstrates basic performance by achieving 43-59 percent

Makes significant measurable progress toward the achievement of annual goals

Faculty new to the district will typically be at Basic level

A probationary teacher can remain at the Basic level for up to 3 years.

- **Proficient**

Demonstrates proficient performance by achieving 60-84 percent

Makes significant measurable progress toward the achievement of annual goals

This is the expected level of teacher performance for most teachers

- **Distinguished**

Demonstrates distinguished performance by achieving 85-100 percent

Achieves Annual Goals

Assumes additional responsibilities which will impact the professional development of other staff

CONWAY PROFESSIONAL EVALUATION SYSTEM TIMELINE

DATE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
JUN 15	GOAL CONFERENCE			
JUN 30				
JUL 15				
JUL 30				
AUG 15				
AUG 30				
SEP 15		GOAL CONFERENCE		
SEP 30				
OCT 15	1 OBSERVATION DONE		GOAL CONFERENCE DONE	
OCT 30				
NOV 15				
NOV 30				
DEC 15	NEW EMPLOYEE BASELINE CATE DONE			
DEC 30				
JAN 15				
JAN 30				
FEB 15				
FEB 28				
MAR 15	ALL OBSERVATIONS DONE			
MAR 30	SUMMATIVE EVAL, CATE INDICATING PLACEMENT DONE			
APR 15	NOTIFICATION OF NON- RENEWAL BY LAW -----			
APR 30				
MAY 15				
MAY 21			SUMMATIVE EVAL, CATE INDICATING PLACEMENT DONE	

## CONWAY PROFESSIONAL EVALUATION SYSTEM TIMELINE 6.28.01

	<b>EVALUATION STEPS</b>	<b>DOCUMENTATION</b>	<b>SCHEDULE</b>
<b>UNSATISFACTORY</b> Less than 43 percent	<p>Review goals derived from identified deficiencies</p> <p>Minimum of 2 formal observations with documentation Minimum of 2 informal observations with documentation</p> <p>Summative evaluation</p>	<p>Statement of Goals</p> <p>Appropriate observation forms</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by June 15 of placement year</p> <p>1 observation by October 15 All observations complete by March 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by March 30</p> <p>Non renewal notification by April 15</p>
<b>BASIC</b> 43 - 59 percent	<p>Establish goals in conference</p> <p>Minimum of 1 formal observation and 2 informal observations with documentation</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate observation forms</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by September 15</p> <p>At least 1 observation by October 15. All observations complete by March 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by March 30</p> <p>Non renewal notification by April 15</p>
<b>PROFICIENT</b> 60 - 84 percent	<p>Establish goals in conference</p> <p>Formal and informal observations of classroom and other professional responsibilities as determined in goals conference</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate forms Other evidence as per agreement</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by October 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by May 21</p>
<b>DISTINGUISHED</b> 85 - 100 percent	<p>Establish goals in conference</p> <p>Formal and informal observation of classroom and other professional responsibilities as determined in goals conference</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate forms Other evidence as per agreement</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence</p>	<p>Goal conference by October 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by May 21</p>

NOTE: All employees new to the district will receive a completed and signed baseline CATE by December 15

## **CONWAY PROFESSIONAL EVALUATION SYSTEM OBSERVATION PROCEDURES**

All classroom observations of the teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher. No teacher shall receive adverse comments from any observer in the presence of the pupils.

Each teacher shall be given his/her observation report within 7 days of the observation, and shall have the opportunity to discuss such report with his/her supervisor and/or principal. After such discussions the teacher shall sign the report, but the teacher's signature does not necessarily indicate agreement with its contents. If the teacher disagrees with the evaluation or observation report, he/she may so indicate in writing within one week of receipt of the evaluation or observation report; and upon request, the written statement of disagreement shall be placed in his/her personnel file and attached to the relative documents. At the time of signing, the teacher shall be given a copy of his/her evaluation.

The forms that will be used are the **Conway School District Annual Statement of Goals/Personal Plan**, the **Conway Professional Evaluation System Formal Observation Form**, and the **Conway School District Informal Observation Form** (See Appendix C).

### **QUESTIONS AND ANSWERS ABOUT THE CONWAY PROFESSIONAL EVALUATION SYSTEM:**

- **QUESTION: Is everyone evaluated annually in each category of each component?**

*ANSWER: Yes. However, it is expected that teachers and supervisors will focus on specific evaluation evidence related to goals and improvement targets.*

- **QUESTION: How are goals determined using CATE?**

*ANSWER: The teacher and supervisor complete the CATE prior to the goals conference, and these forms will be used in the goal setting process.*

- **QUESTION: Do all goals need to be rooted in CATE?**

*ANSWER: Yes.*

- **QUESTION: What type of evidence will be collected and by whom?**

*ANSWER: The teacher will collect the evidence identified by the supervisor. The evidence will be decided upon at the goal setting conference. . Evidence may include formal or informal observation documentation.*

- **QUESTION: Will every teacher be formally observed each year?**

*ANSWER: Unsatisfactory teachers will receive a minimum of 2 formal observations and two informal observations with documentation during the year. Basic teachers will receive a minimum of 1 formal and 2 informal observations per year with documentation. For all other teachers, the number and type of evaluations and documentation will be determined at the annual goal setting conference.*

- **QUESTION: How will evidence be evaluated and by whom?**

*ANSWER: The supervisor will review the evidence with the teacher at the summative evaluation session, and deliver the completed CATE within the Conway Professional Evaluation System Timeline.*

- **QUESTION: How is the CATE point total translated into compensation?**

*ANSWER: Each teacher will be eligible for compensation based on the CATE point total in accordance with the negotiated contract.*

- **QUESTION: Is there an appeal process, and if so how does it work?**

*ANSWER: As per Article V-(5-3) of the CEA Agreement, “any evaluation that does not adhere to the procedures set forth in the Professional Evaluation System shall be subject to the grievance procedure with such being the issue. The judgment exercised in the evaluation, if based on accurate information, is not grieveable.” .*

# ANNUAL STATEMENT OF GOALS/PERSONAL PLAN

SCHOOL YEAR: \_\_\_\_\_

EXPIRATION DATE: \_\_\_\_\_

ENDORSEMENTS: \_\_\_\_\_  
\_\_\_\_\_

EDUCATOR NAME \_\_\_\_\_

SUPERVISOR \_\_\_\_\_

GOALS	CATE REFERENCE	TIMELINE	DOCUMENTATION EVIDENCE	DATE OF CHECK	INITIALS

EDUCATOR SIGNATURE \_\_\_\_\_

SUPERVISOR SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

DATE \_\_\_\_\_

# CONWAY PROFESSIONAL EVALUATION SYSTEM

## FORMAL OBSERVATION FORM

EDUCATOR \_\_\_\_\_

OBSERVER \_\_\_\_\_

TEACHING ASSIGNMENT \_\_\_\_\_

DATE \_\_\_\_\_

OBSERVATION NUMBER \_\_\_\_\_

TIME: From \_\_\_\_\_ to \_\_\_\_\_

OBSERVATION SUMMARY:

COMMENTS and/or SUGGESTION:

EDUCATOR'S COMMENTS:

**SIGNED** \_\_\_\_\_  
(Educator)

**SIGNED** \_\_\_\_\_  
(Supervisor)

**DATE** \_\_\_\_\_

**DATE** \_\_\_\_\_

(SIGNATURES INDICATE THAT THE OBSERVATION HAS BEEN MADE AND SHARED. THE EDUCATOR'S SIGNATURE DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE OBSERVATION.)

1 COPY TO EDUCATOR

1 COPY TO OBSERVER

1 COPY TO PERSONNEL FILE

CONWAY SCHOOL DISTRICT  
PROFESSIONAL EVALUATION SYSTEM  
INFORMAL OBSERVATION FORM

**EDUCATOR** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LOCATION** \_\_\_\_\_

**TIME:** \_\_\_\_\_

**OBSERVER:** \_\_\_\_\_

**OBSERVER SIGNATURE** \_\_\_\_\_ **DATE:** \_\_\_\_\_

# **APPENDIX A**

## CONWAY ANNUAL LIBRARY MEDIA SPECIALIST EVALUATION FORM

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

<b>PLANNING AND PREPARATION</b>	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
<b>Component 1a:</b> Demonstrating knowledge of literature and current trends in library/media practice and information technology.				
<b>Component 1b:</b> Demonstrating knowledge of the school's program and student information needs within that program				
<b>Component 1c:</b> Establishing goals for the library/media program appropriate to the setting and the students served				
<b>Component 1d:</b> Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan				
<b>Component 1e:</b> Planning the library/media program integrated with the overall school program				
<b>Component 1f:</b> Developing a plan to evaluate the library/media program				

Comments: \_\_\_\_\_

Points Earned: \_\_\_\_\_

Total Possible Points 18

<b>THE CLASSROOM ENVIRONMENT</b>	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
<b>Component 2a:</b> Creating an environment of respect and rapport				
<b>Component 2b:</b> Establishing a culture for investigation and love of literature				
<b>Component 2c:</b> Establishing and maintaining library procedures				
<b>Component 2d:</b> Managing student behavior				
<b>Component 2e:</b> Organizing physical space to enable smooth flow				

Comments: \_\_\_\_\_

Points Earned: \_\_\_\_\_

Total Possible Points 15

## CONWAY ANNUAL LIBRARY MEDIA SPECIALIST EVALUATION FORM

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

<b>INSTRUCTION</b>	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
<b>Component 3a:</b> Maintaining and extending the library collection in accordance with the school's needs and within budget limitations				
<b>Component 3b:</b> Collaborating with teachers in the design of instructional units and lessons				
<b>Component 3c:</b> Engaging students in enjoying literature and in learning information skills				
<b>Component 3d:</b> Assisting students and teachers in the use of technology in the library/media center				
<b>Component 3e:</b> Demonstrating flexibility and responsiveness				

Comments: \_\_\_\_\_

Points Earned: \_\_\_\_\_  
Total Possible points 30

<b>PROFESSIONAL RESPONSIBILITIES</b>	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
<b>Component 4a:</b> Reflecting on practice				
<b>Component 4b:</b> Preparing and submitting reports and budgets				
<b>Component 4c:</b> Communicating with the larger community				
<b>Component 4d:</b> Participating in a professional community				
<b>Component 4e:</b> Engaging in professional development				
<b>Component 4f:</b> Showing professionalism				

Comments: \_\_\_\_\_

Points Earned \_\_\_\_\_  
Total Possible Points 18

**CONWAY ANNUAL LIBRARY MEDIA SPECIALIST EVALUATION FORM**

Name:

Position:

Date:

**Evaluation Summary**  
*for office use*

Percentage Score: \_\_\_\_\_

<b>Total possible points (81)</b>	
0 to 42 percent	0-34 Unsatisfactory
43 to 59 percent	35-48 Basic
60 to 84 percent	49-68 Proficient
85 to 100 percent	69-81 Distinguished

**CONWAY ANNUAL LIBRARY MEDIA SPECIALIST EVALUATION FORM**

Name:

Position:

Date:

**Signature Page**

<b>RATING:</b> _____
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Comments:

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This evaluation has been discussed with me.

(check one)      \_\_\_\_\_ I agree with its contents.

\_\_\_\_\_ I disagree with its contents.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

# APPENDIX B

**DOMAIN 1 FOR LIBRARY MEDIA SPECIALISTS: PLANNING AND PREPARATION**

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</b>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
<b>1b: Demonstrating knowledge of the school's program and student information needs within that program</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
<b>1c: Establishing goals for the library/media program appropriate to the setting and the students served</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

**DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION** *(continued)*

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
<b>1e: Planning the library/media program integrated with the overall school program</b>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
<b>1f: Developing a plan to evaluate the library/media program</b>	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT**

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2a: Creating an environment of respect and rapport</b>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
<b>2c: Establishing and - maintaining library - procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

**DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE ENVIRONMENT** *(continued)*

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>2e: Organizing physical space to enable smooth flow</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

**DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE**

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

**DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE** *(continued)*

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

**DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES**

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

**DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES** *(continued)*

COMPONENT	L E V E L   O F   P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.