

NC School Library Media Coordinator Evaluation System

Lead...Build...Collaborate...Teach...Reflect



School library research consistently shows...

School library media programs that are strong and have a direct impact on student achievement are:

- Better-staffed (full-time certified school librarian with support staff)
- Better-funded to purchase local library resources
- Better-equipped technologically (i.e. more locally purchased technology resources beyond those provided by the state)
- Better-stocked with a variety of traditional print and non-print formats
- More accessible to students, individually and in groups during and beyond the school day.



Other characteristics associated with better test scores...

School Libraries & Student Achievement

School Librarians are Linked to Improved Standardized Reading Test Scores

Studies conducted over the past two decades, both in Colorado and nationwide, show that **students in schools with endorsed librarians score better on standardized achievement tests in reading**, compared with students in schools without endorsed librarians.

School + **Librarian** = **Improved Reading Scores**

This increase in scores exists regardless of:

Student Poverty Level¹

In a Colorado study, the presence of school librarians positively impacted students' standardized reading scores even when controlling for student poverty (free and reduced-cost meal status).

Overall Staffing Losses²

In a national study, even if schools had overall staff declines between 2004 and 2008, students' standardized reading scores were better in schools that maintained or gained a librarian during this time period.

What other school library characteristics are associated with better test scores?

- School Librarians Teaching Information Literacy Skills to Students³
- Staffed by Endorsed Librarian¹
- Collaborative Planning Between School Librarians & Teachers^{3,4}
- Extended Library & Staff Hours³
- School Librarians Providing In-Service Training to Teachers³
- Larger & Newer Collections^{3,4,5}
- More Student Visits³
- Flexible Scheduling³
- Higher Expenditures^{3,4,5}

© 2013

See www.lrs.org/data-tools/school-libraries/impact-studies/ for a list of school library impact studies.

Best Practices for library programs that contribute to student achievement include...

- Library access is scheduled based on instructional needs
- SLMC and teacher design instructional units collaboratively
- SLMC provides professional development to faculty
- SLMC is appointed to school committees
- SLMC and principal meet regularly
- SLMC's role is addressed in teacher hiring



Purpose of School Library Media Coordinator Evaluation Process

- Serve as a measurement of performance for SLMCs;
- Serve as a guide for SLMCs as they reflect upon and improve their effectiveness;
- Serve as the basis for the improvement of professional practice;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their SLMCs;
- Guide professional development programs for SLMCs;
- Serve as a tool in developing coaching and mentoring programs for SLMCs;
- Inform higher education institutions as they develop the content and requirements for SLMC programs.



Let's Compare Standards

School Library Media Coordinators...

1. Demonstrate leadership.
2. Build a learning environment that meets the instructional needs of a diverse population of students.
3. Implement a comprehensive 21st century library media program.
4. Demonstrate knowledge of learners and learning and promote effective instructional practices.
5. Reflect on their practice.

Teachers...

1. Demonstrate leadership.
2. Establish a respectful environment for a diverse population of students.
3. Know the content they teach.
4. Facilitate learning for their students.
5. Reflect on their practice.

Evaluation Requirements for SLMC

	Probationary	Career
Pre-Observation Conference	One (1) conducted prior to first formal observation	
Formal Observation(s)	3	1
Formal Post-Observation Conference	3	1
Informal Observations		2
Summative Evaluation	1	1
Other Requirements	Multiple administrators confer regarding observation results and representation on the final/summative evaluation.	
Options	Administrators may choose to conduct additional observations. Likewise, the employee may request additional observations.	

Clarification of Evaluation Procedures for Career Status SLMCs



A career-status school library media coordinator:

- Participates in a full evaluation process each year
- The principal shall conduct a minimum of three observations, at least one formal, and rate all elements and all standards on the Summary Rating Form.

Performance Rating Scale

Distinguished

- **Consistently** and **significantly exceeded** basic competence

Accomplished

- **Exceeded** basic competence **most of the time**

Proficient

- Demonstrated **basic** competence

Developing

- Demonstrated adequate growth toward achieving standards but **did not demonstrate basic** competence

SLMC Evaluation Timeline

Action	Timeline
<p>Evaluator provides the SLMC with a copy of the Rubric for Evaluating North Carolina's School Library Media Coordinators, the NC School Library Media Coordinator Evaluation Process and a schedule for completing all components of the evaluation process.</p>	First 2 Weeks after school begins
<p>Using the Rubric:</p> <ul style="list-style-type: none">• The SLMC rates his/her own performance and reflects on it throughout year. It should be completed without input from others.	Prior to November 30th
<p>SLMC:</p> <ul style="list-style-type: none">• Completes SLMC Professional Growth Plan	Prior to November 30th

SLMC Timeline Cont.

Action	Timeline
<p>1st Formal Observation:</p> <ul style="list-style-type: none"> Evaluator must complete one formal observation (at least 45 min. or the entire class period) using the Rubric for Evaluating North Carolina School Library Media Coordinators. The SLMC Evaluation Artifacts & Evidence document is available to help determine ratings of Standards and Elements. 	<p>November 30th</p>
<p>Post-Observation Conference:</p> <ul style="list-style-type: none"> Evaluator should schedule no later than 10 school days after formal observation. Discuss & document on the Rubric, the strengths and weaknesses of performance during observed lesson 	<p>Within 10 Days of Observation</p>
<p>2nd Observation (Formal or Informal)</p>	<p>February 28^h</p>
<p>3rd Observation (Formal or Informal)</p>	<p>May 30th</p>

SLMC Timeline Cont.

Action	Timeline
<p>Summary Evaluation Form:</p> <ul style="list-style-type: none"> • Before end of year, evaluator & SLMC reexamine self-assessment, current PGP, classroom observations, artifacts submitted, etc. and complete the School Library Media Coordinator Summary Rating Form (Required). <ul style="list-style-type: none"> ○ Give a rating for each Element in the Rubric ○ Provide a written comment on any Element marked “Not Demonstrated” ○ Give an overall rating of each Standard ○ Provide the SLMC with the opportunity to add comments ○ Review the completed SLMC Summary Rating Form with the SLMC ○ Secure the SLMC’s signature 	<p>May 30th</p>
<ul style="list-style-type: none"> • Mid-Year and End-of-Year PGP Review 	<p>May 30th</p>

Summary Rating Form

Standard 1: School Library Media Coordinators demonstrate leadership.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. School Library Media Coordinators lead in the school library media center and media program to support student success.					
b. School Library Media Coordinators lead in their schools..					
c. School Library Media Coordinators advocate for effective media programs.					
d. School Lib... Coordinators demonstrate high ethical standards.					
Overall Rating for Standard 1					

Comments:

Rate each "Element" →

Recommended actions for improvement:

Resources needed to complete these ac

Evidence or documentation

- Staff development docum
- Newsletters
- Conference documentatio
- Websites
- School improvement and/or other le
- team documents
- PLE and/or PLN documentation
- Email
- Informal communication with staff
- Collaboration forma
- Articles and presentation documentation
- Professional Organization Activities
- North Carolina School Library/Media Rubrics and Research

Overall Rating:

Give an "Overall Rating for Standard" →

Use **ALL** data to inform theratings (observations,walkthroughs,artifacts, post-conference conversations,other observations during committee meetings, PLCs, etc.)

Professional Growth Plans

School Library Media Coordinators should develop a Professional Growth Plan to serve as a guide for improving their performance during the following school year.



Professional Growth Plan

Professional Growth Plan

School Year: _____
 Name: _____ Position/Subject Area: _____
 School: _____

NC Professional Technology Facilitator Standards

<ol style="list-style-type: none"> 1. Instructional Technology Facilitators demonstrate leadership. 2. Instructional Technology Facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st century learning environment. 3. Instructional Technology Facilitators facilitate the implementation of a 21st century instructional technology program. 4. Instructional Technology Facilitators build a learning environment that meets the instructional needs of all students. 5. Instructional Technology Facilitators actively reflect on their practice. 	<p>Standard(s) to be addressed:</p> <p>Elements to be addressed:</p>
--	---

Instructional Technology Facilitator's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				
Goal 3:				

Instructional Technology Facilitator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Three Types of Professional Growth Plans

Individual Growth Plans

Monitored Growth Plans

Directed Growth Plans

Individual Growth Plans

School Library Media Coordinators who are:

- Rated at least “Proficient” on **all Standards** of the School Library Media Coordinator Summary Rating Form will complete an Individual Growth Plan.

Monitored Growth Plans

A SLMC should be placed on a Monitored Growth Plan if he/she is:

- Rated “Developing” on one or more of the Standards on the SLMC Summary Rating Form; and
- Is not recommended for dismissal, demotion or nonrenewal.

Directed Growth Plans

A SLMC should be placed on a Directed Growth Plan if he/she:

- Is rated:
 - “Not Demonstrated” on any Standard on the School Library Media Coordinator Summary Rating Form; or
 - “Developing” on one or more Standards on the School Library Media Coordinator Summary Rating Form for two sequential years; and
- Is not recommended for dismissal, demotion or nonrenewal.

Licensing and Career Status

Beginning School Library Media Coordinators

Effective 2013-14, beginning SLMCs must be rated “Proficient” on all five North Carolina Professional School Library Media Coordinator Standards on the most recent School Library Media Coordinator Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Probationary School Library Media Coordinators

Effective 2013-14, a principal must rate a probationary school library media coordinator as “Proficient” on all five North Carolina Professional School Library Media Coordinator Standards on the most recent School Library Media Coordinator Summary Rating Form before recommending that school library media coordinator for career status.



Credits: Research

Burgin, Robert. "An essential connection: how quality school library media programs improve student achievement in North Carolina." June 2003. Web. 21 Jan. 2014. <http://www.rburgin.com/NCschools2003/NCSchoolStudy.pdf> .

"Idaho school library impact study - 2009." *IDAHO (ICFL)*. Idaho Commission for Libraries, 3 Mar. 2010. Web. 21 Jan. 2014. <http://libraries.idaho.gov/doc/idaho-school-library-impact-study-2009> .

Kachel, Debra E., and Keith C. Lance. "Latest Study: A full-time school librarian makes a critical difference in boosting student achievement." *School Library Journal* (2013): Web. 21 Jan. 2014. <http://www.slj.com/2013/03/research/librarian-required-a-new-study-shows-that-a-full-time-school-librarian-makes-a-critical-difference-in-boosting-student-achievement/> .

Lance, Keith C. "Change in school librarian staffing linked with change in CSAP reading performance, 2005-2011." Jan. 2012. Web. 21 Jan. 2014. http://www.lrs.org/documents/closer_look/CO4_2012_Closer_Look_Report.pdf .

Lance, Keith C., and Linda Hofschire. "Something to shout about: new research shows that more librarians means higher reading scores." *School Library Journal* (2014): Web. 21 Jan. 2014. <http://www.slj.com/2011/09/industry-news/something-to-shout-about-new-research-shows-that-more-librarians-means-higher-reading-scores/#data> .

School Libraries & Student Achievement. 2013. U.S. Institute of Museum and Library Services. Web. 21 Jan. 2014. http://www.lrs.org/documents/school/school_library_impact.jpg .

Strong school libraries build strong students. 2013. American Association of School Librarians. Web. 21 Jan. 2014. http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslissues/advocacy/AASL_infographic.pdf .

Credits: Images

“Collaboration in the School Library .” *Van Meter Library Voice*. 21 Jan 2014
<http://vanmeterlibraryvoice.blogspot.com/2013/08/collaborationone-word-that-makes.html>

Flaherty, David. “Librarian Required.” *School Library Journal*. Web. 21 Jan. 2014
<http://www.slj.com/2013/03/research/librarian-required-a-new-study-shows-that-a-full-time-school-librarian-makes-a-critical-difference-in-boosting-student-achievement/>.

“Graduate Student Commons.” *NCSU Libraries*. 21 Jan 2014
<http://www.lib.ncsu.edu/huntlibrary/photosandvideogallery>.

“Portage Northern High School Library Media Center .” *The Go Librarians*. 21 Jan. 2014
<http://golibrarians.wordpress.com/2010/12/09/mad-about-school-libraries/>.

“Students at Volpe Library.” *FLS International*. 21 Jan. 2014. <http://www.fls.net/it/node/2493>.

“UCPS Library Images.” *Union County Public Schools*. 21 Jan 2014
<http://www.google.com/cse?cx=014572112851539038972%3Axtzhhd1dyt0q&ie=UTF-8&q=library+images&sa=Search+Site#gsc.tab=0&gsc.q=library%20images&gsc.page=1>.



Contact Information

Lisa D. Phillips
Library Media Services Coordinator
Phone: 704-296-3143 ext. 2005
Email: lisa.phillips@ucps.k12.nc.us

Jackie Simpson
Library Media Services Coordinator
Phone: 704-296-3143 ext. 2038
Email: jackie.simpson@ucps.k12.nc.us

