St. Charles School District

Library/Media Specialist Growth Guide and

Evaluation Documents

City of St. Charles School District

MISSION

The City of St. Charles School District will **REACH**, **TEACH,** and **EMPOWER** all students
by providing a challenging, diverse, and innovative education.

VISION

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence
that prepares students to succeed in an ever-changing global society.

VALUE STATEMENTS

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

☐ High quality education for all students which includes:
- Lifelong learning from early childhood through adult education
- Rigorous learning experiences that challenge all students
- Instruction that meets the needs of a diverse community
- Respect for all
- Real world, critical thinking and problem-solving skills to prepare students for the 21st century
- Developing caring, productive and responsible citizens
- Strong engagement of family and community
- A safe, secure and nurturing school environment

➢ Achievement through:
- Celebration of individual success
- Collaboration with parents and community stakeholders
- Exploration, innovation and creativity

➢ High quality staff by:
- Hiring and retaining highly qualified and invested employees
- Providing professional development and collaboration focused on increasing student achievement
- Empowering staff to use innovative resources and practices

➢ Informed decisions that are:
- Student-centered
- Focused on student achievement
- Data driven
- Considerate of all points of view
- Fiscally responsible

Library Media Specialist (LMS) Evaluation Protocol Introduction: The following document aligns to the Mission, Vision, Values and Goals of the St. Charles School District.

Missouri's Educator Evaluation System was created and refined by hundreds of educators across the state. The Missouri model has been revised for use by the St. Charles School District. The system is founded on general beliefs about the purpose of the evaluation process. These 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 are multiple, balanced measurements that are fair and ethical. Based on the beliefs that are the foundation of evaluation in the state's model, the primary purpose of the Library Media Specialist Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This is accomplished through the following steps:

Step 1: Identification of the indicators to be assessed

Rationale:

Appropriate indicators are selected that most support increasing student learning and those of potential growth opportunities for the LMS. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the LMS in the classroom. Description The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning. The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning LMSs and the beginning of the year for first year LMSs. The determination of which and how many indicators to identify is determined with the following criteria in mind:

- o 1. Driven by student learning needs
- o 2. Derived from the School and District Improvement Plans (SIP-school level / CSIP-district level)
- o 3. A minimum of two indicators per LMS per year that are:
  - ▪ • Based on student needs • Represents priorities of the school/district leadership for that LMS
  - ▪ • Based on a potential growth opportunity for the LMS and are determined in collaboration between the LMS(s) and principal
- o 4. The indicators address metrics on both practice and impact on student learning
- o 5. Other indicators may be identified at any time based on issues and needs that arise. In some instances, the Professional Growth Plan (see Step 3) may be designated as a Professional Improvement Plan.

Step 2: Determine baseline score for the identified indicators for each LMS

Rationale: In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a final score. This type of numerical rating provides an assessment of status as well as growth on an indicator.

Description: The rating scale provides a numerical placement on each identified indicator. The baseline score for returning LMSs working on the same indicator may use the final score from the previous year as their baseline score. This generates continuity of improvement on a particular indicator. If a focus area is

identified, a baseline score will be identified. The baseline score of the identified indicators serves as a type of pre-test on the performance of each indicator. The baseline indicator score is determined by doing the following:

- o   1. Use the appropriate growth guide and rating scale (see below) to determine individual scores for each identified indicator
- o   2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score

3: Develop a Professional Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale: The primary purpose of the Library Media Specialist Evaluation Protocol is to promote growth. Therefore, the acquisition and application of learning and skills is essential for turning opportunities for growth into realized growth.

Description: The numerical rating based on the rubrics identifies opportunities for growth. The professional growth plan is a documented articulation of the plan for introducing learning and skills to achieve the expectation of growth. The growth plan provides the articulation for intended growth along the growth guide. It addresses specific sources of learning, the practice of skills and timelines. The plan of study includes the following:

- o   1. Corresponds to the examples of evidence provided in the appropriate growth guide
- o   2. Is written in a Plan/Do/Reflect /Act format
- o   3. Includes specific strategies for application of learning
- o   4. Utilizes as appropriate building and district human and material resources

Step 4: Regularly assess progress on the growth plan

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

Description: Determine progress made on 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 learning takes place, but more importantly, that learning and skills are applied to improve effective practice. The following guidelines assist in this process of regular assessment of progress and feedback:

- o   1. Follow up observations/assessments will occur according to the schedule provided in this document
- o   2. All follow-up assessments should include formal and/or informal feedback
- o   3. Formal follow-up session(s) may also be completed by the administrator.

Step 5: Use the baseline to determine overall performance

Rationale: Improving effective practice occurs due to growth on particular indicators aligned to the priority areas of student learning needs in a classroom, building and district. This improvement of practice results in an improvement in student performance.

Description: An overall determination on performance uses both final status as well as growth as documented in the Professional Growth Plan. The scores establish a rating of how well an indicator was performed in the "post-test" assessment and the amount of growth that occurred in each indicator between the "pre-test" and "post-test" assessments. Overall performance takes into account the amount of growth that occurred between the initial "pre-test" and the final "post-test" assessment on performance on those indicators.

NOTE: STATUS RATINGS
• Beginning: evidence indicates insufficient or absence of any mastery of assessed indicators relative to teaching experience
• Developing: evidence indicates rudimentary levels of mastery of assessed indicators relative to teaching experience
• Proficient: evidences indicates sufficient mastery of assessed indicators relative to teaching experience
• Distinguished: evidence indicates exemplary levels of mastery of assessed indicators relative to teaching

Step 6: Monitor the impact of improved effective practice on student performance

Rationale: The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. The verification of this improvement completes the process.

Description: The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a LMS'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. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
- 3. Reflect on personal growth and possible future opportunities for continued growth
- 4. Plan ahead for opportunities of growth and select indicators for next year (applies to returning LMSs)
- 5. Continue to acquire knowledge and improve skills

Glossary

Action Research	**A process that is embedded within the PGP (professional growth plan) with a focus on LMS and student growth.**
Administrator	**The person authorized to oversee and facilitate the evaluation process.**
Artifact Data	**Items that reflect the depth and breadth of a teacher's performance. This could support progress toward individual goals, and may include (but is not limited to) items such as letters from parents/students, surveys, samples of instructional materials, videos, self-assessments and journals, and student data.**
Baseline Score	**Recorded on the LMS Growth Guide. For returning LMS working on the same goal area, this may be based upon prior year's summative evaluation. For new teachers, this is the initial observation score.**
Growth Score	**Recorded on the LMS Growth Guide, calculated by finding the difference between the baseline score and the final score for individual standards.**
Instructional Observation Feedback Form	**The document used by administrators to document observations and feedback related to a classroom observation.**
Observation	**Observation lasting 10+ minutes, followed by written feedback from the administrator.**
Post-Observation Conference	**An optional conference, held upon request, between the administrator and the LMS about data collected during an observation and other data submitted by the LMS or gathered by the administrator.**
Pre-Observation Conference	**An optional conference, held upon request, between the administrator and the LMS during which the lesson is previewed.**

Professional Growth Plan (PGP)	A plan built upon action research to formalize and document professional growth for the purpose of improving LMS effectiveness and student growth. This plan should include two specific standards, which include a school-wide goal and an individual teacher goal. If an LMS is not performing at proficient or above given standards, it would be appropriate to focus on one of those areas for growth.
Quality Indicators	Descriptors of quality embedded within each of the standards of the LMS Growth Guide.
Standards	Descriptors for each domain of the LMS Growth Guide.
Supplemental Feedback Form	A form used when documenting artifact and unplanned data.
Library / Media Specialist Growth Guide	The guiding document used to provide comprehensive feedback on all relevant areas of LMS effectiveness, based upon observations and other data collected. The LMS growth guide is also used to document summative evaluation feedback for probationary teachers (annually) and for tenured teachers (three year cycle). The LMS Growth Guide describes four levels of proficiency (beginning, developing, proficient, and distinguished) across seven rating levels.
Unplanned Data	Unsolicited data regarding an LMS, related to specific standards and quality indicators collected by the administrator and/or LMS.

St. Charles School District - Evaluation Process and Timeline

Minimum Required Observations/Assessments/Evaluations

	Minimum Annual Observations
Probationary Certified Staff	4 (two by 12/31; two by 3/1)
Tenured Certified Staff	3 (one by 12/31; two by 4/15)

- **Observations & PGP Goals**

    o **Observations are:**

        ▪ Unscheduled

        ▪ Duration of 10 or more minutes

        ▪ Teachers may request a pre-scheduled observation by

            • Sending an email request

            • Providing available dates/times

            • Submitting email at least one week prior to first available date

            • Answering the prompt, "What do you want me to observe?"

    o **PGP meetings** with written feedback on PGP goals & Baseline Scores

        ▪ Spring for existing teachers (input into Talent Ed after TBD)*

        ▪ Fall for new teachers

            • PGP steps 1-2 completed by September 21

            • Baseline scores completed by October 1

- Identified goals and relevant classroom indicators will be observed

  o **Certified staff observations are**

  - Completed by March 1 annually for probationary teachers (P1-P5)

  - Completed prior to April 15 annually for tenured teachers (T1-T3)

  - Part of the evaluation process

  o **Certified staff evaluations are**

  - Completed by annually by March 7 for probationary teachers

  - Completed by on a three-year cycle by May 1 for tenured teachers

    - Teachers must complete and steps 3-5 of the PGP with related data and submit to administrator (including data) prior to the summative evaluation, by 2/13/14 – probationary; 3/27/14 – tenured

- **Observations/assessments**

  o Observations/assessments are followed by written feedback

  o Observations/assessments may include:

  - Unscheduled classroom observations with

    - Duration of 10 or more minutes **or**

  - School level meeting/conference observation

  - Student/parent feedback review

  - School/district function observation

  - Review of unplanned data

    - Review of teacher provided information, data, artifacts

Probationary LMS

During the annual evaluation cycle, probationary LMS needs to keep an on-going collection of data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the LMS growth guide. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for LMS performance.

The LMS will complete the Professional Growth plan which includes action research and a self-reflection. Each year's PGP will be used to assist in the development of a Professional Growth Plan (PGP). This plan should include specific quality indicators that will be the focus of the year. The PGP should be written in alignment with building and district goals. The PGP will be submitted by the LMS to the principal prior to the principal completing the summative evaluation

During the annual evaluation cycle the administrator will conduct four observation(s)/assessment(s). The initial observation (spring each year for existing LMS and by fall for LMS new to the district, except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations will last ten or more minutes (or may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of LMS provided information, data, artifacts), and will be followed by written feedback. Significant data will be documented in the formative comment sections of the Instructional Observation Feedback Form, or the Supplemental Feedback Form, and/or added to the evaluation file of the LMS. All data included or additions to the evaluation rubric should be discussed with the LMS prior to placing the data in the employee file. Observations may be increased as determined by the LMS or the administrator.

The administrator will provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, LMS and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the LMS to discuss the Summative Evaluation on or before March 7.

The probationary LMS and administrator will develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on LMS growth and student achievement. A probationary LMS evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the LMS to ensure that the LMS has adequate time to improve. The LMS and the administrator will meet to discuss the LMS's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

Probationary Library/Media Specialist

The LMS Will:

Develop a Professional Growth Plan (PGP)

Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals

Compile data relevant to PGP Goals

Provide reflection regarding professional growth and student achievement within PGP process

Submit completed PGP (including steps 3, 4, & 5) prior to summative - Date to be agreed upon by administrator and LMS

The Administrator Will:

Provide professional development support related to PGP goals

Collect/review data related to performance standards/indicators

Conduct annually four observations

Provide ongoing feedback regarding LMS performance

Complete annual summative evaluation

The LMS and Administrator Will:
Conference to discuss and develop a Professional Growth Plan
Provide/review feedback following observations
Conference to discuss Summative Evaluation by March 7

The above number of observations is a minimum standard and may be increased at the request of the LMS or as determined by the administration.

Adopted 2014

Tenured Library/Media Specialist

During the three year evaluation cycle, the tenured LMS will need to keep an on-going data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the rubric. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for LMS performance.

During the three year evaluation cycle the administrator will conduct annually three observations/assessments. The initial observation (spring for existing LMS and fall for LMS new to the district except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations will last ten or more minutes (or may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of LMS provided information, data, artifacts), and will be followed by written feedback. Significant data will be documented in the formative comment sections of the Instructional Observation Feedback Form, or the Supplemental Feedback Form. All data included or additions to the evaluation rubric should be discussed with the LMS prior to placing the data in the employee file. Observations may be increased as determined by the LMS or the administrator.

The administrator will provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, LMS and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the LMS to discuss the Summative Evaluation on or before May 1 of the evaluation year.

The tenured year LMS and administrator will develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on LMS growth and student achievement. The administrator and LMS should engage in a professional growth conference annually to discuss the LMS's options for the professional growth process between March and May.

A tenured LMS evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the LMS to ensure that the LMS has adequate time to improve. The LMS and the administrator will meet to discuss the LMS's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

Tenured Library/Media Specialist

The LMS Will:	The Administrator Will:
Develop a Professional Growth Plan (PGP)	**Provide professional development support related to PGP goals**
Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals	**Conduct annually three observations**
Compile data relevant to PGP Goals	**Collect data related to performance standards/indicators**
Submit completed PGP (including steps 3, 4, & 5) prior to summative - Date to be agreed upon by administrator and LMS	**Provide ongoing feedback regarding LMS performance**
	Complete and Discuss Summative Evaluation by May 1 at the end of the three year evaluation cycle.

The LMS and Administrator Will:
Conference to discuss and develop the Professional Growth Plan
Provide/review feedback following observations
Conference to discuss summative evaluation by May 1

The number of observations is a minimum standard and may be increased at the request of the LMS or as determined by the administration. . Tenured LMS may receive summative evaluations more frequently as determined by the administration.

Adopted 2014

Evaluation Timeline

	Non-Tenured					Tenured		
Year	1	2	3	4	5	1	2	3
Summative Evaluation	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Observations	4	4	4	4	4	3	3	3
PGP Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Data Collection	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Administrator/ LMS Meet	A meeting to develop and discuss PGP will be held between March and May for existing LMS, and by October 1 for new LMS.					A meeting to develop and discuss PGP should be held between March and May.		
Data Collection	LMS and administrator collect data throughout the year. LMS should have annual data relative to professional growth and student achievement. Administrator should share collected data with the LMS.					LMS and administrator collect data throughout the year. LMS should have annual data relative to professional growth and student achievement. Administrator should share collected data with the LMS.		
Summative Evaluation Conference	LMS and administrator will meet by March 7 to review collected data and the PGP and to complete the summative evaluation.					LMS and administrator will meet by May 1 to review the PGP or, if at the end of the three-year cycle to review collected data and to complete the summative evaluation.		

Summative Evaluation

All LMS will receive a Summative Evaluation during the evaluation cycle (annually for probationary LMS/ three year cycle for tenured LMS. LMS who come to the district with prior experience will be moved to the P2 level for observation and evaluation. Work with the HR department to determine this status. The Summative Evaluation summarizes the administrators rating of performance for each standard/indicator. The Summative Evaluation is communicated through the LMS Growth Guide.

Non tenured and tenured LMS both have the opportunity to dispute the information on the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administration is final. Written comments can be provided by either party (LMS or administrator) and included with the report. Written comments by either party must be shared within five working days of the conference and attached to the original copy of the Summative Evaluation. The LMS, the administrator, and the Human Resources Office will retain copies of the report.

Professional Growth Plan (Based on the Data Team Process model)

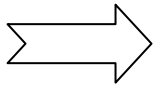Name _____   School Year_____

Identify Indicator (Standard Number and Name): _____

(Quality Indicator Number and Name):_____

Briefly describe why this **Growth Standard** was chosen.
(Include whether this indicator aligns to a CSIP and/or SIP improvement goal):

BASELINE SCORE

1. PLAN: State the professional learning goal or objective. Include an aspect of student growth.	2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured? (action steps)
"To accomplish the identified professional growth target, I will implement differentiated instructional strategies as measured by . . ."	*Think of this as an improvement theory that identifies the expected outcomes i.e.,* **if** *the educator does x, y, and z,* **then** *the stated PL objective will be accomplished.*

Administrator's Signature: _____

Date: _____

LMS's Signature: _____

Date: _____

3. REFLECT: What does the data tell us? What does the data not tell us? Student surveys provided within evaluation model as needed. (Attach student growth data.) *Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?*	4. ACT: Have positive results been attained? *How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth? What adjustments will be made to support future growth?*

_____

Administrator's Signature   Date

_____

LMS's Signature   Date

Baseline Score _____   Final Score _____   Growth Score _____

Choose one or more of these questions (Marzano) to reflect on what you
learned through this action research and to begin planning for future growth:

- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help student practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish and maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?

Has the professional growth target been met? _____   Will you continue this goal? _____

If the answer is "no" what will you work on next? _____

Instructional Observation Feedback

PGP Goal #1 _____

PGP Goal #2 _____

LMS's Name: _____   **Subject/Grade:**_____   **Date:** _____

LMS Reflection Requested (Yes/No) _____   **Schedule Follow Up Meeting (Yes/No) _____**

Students were:

LMS was:

	Standards/Indicators being addressed:	

Indicate Proficiency 1-7	**1) Teaching for Learning**	
	1.1	Knowledge of learners and learning
	1.2	Disciplinary research and inquiry methods
	1.3	Interdisciplinary instruction
	2) Information and Knowledge	
	2.1	Access to information
	2.2	Information literacy skills
	2.3	Intellectual freedom
	3) Library Management and Administration	
	3.1	Assessment of the library media program
	3.2	Participation in the implementation of technology
	3.3	Establishes and maintains a productive environment

	3.4	Management of library collection
	3.5	Language, culture, family, and knowledge of community values
	3.6	Preparation and supervision of media center personnel (if applicable)
	3.7	Planning, budgeting, and maintaining of records
	3.8	Encouragement of collaboration with staff
	4) Reading and Literacy	
	4.1	Reading and Promotion
	4.2	Literacy Strategies
	5) Positive Classroom Environment	
	5.1	Classroom management, motivation, and engagement
	5.2	Classroom, school, and community culture
	6) Professionalism	
	6.1	Self-assessment and improvement
	6.2	Professional learning
	7) Professional Collaboration	
	7.1	Collegial Activities
	7.2	Professional Ethics
	8) Professional Responsibilities	
	8.1	Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures.

☐ **Routine Segments**
__ Providing clear learning goals and scales
__Tracking student progress
__ Celebrating success

☐ **Content Segments**
__ Identifying critical information
__Organizing students to interact with new knowledge
__ Previewing new content
__ Chunking content into 'digestible bites'
__ Processing new information
__ Elaborating on new information
__ Recording and representing knowledge
__ Reflecting on learning

☐ **Segments Enacted on the spot**
__ Reviewing content

_____ *Organizing students to practice and deepen knowledge*
_____ *Using homework*
_____ *Examining similarities and differences*
_____ *Examining errors in reasoning*
_____ *Practicing skills, strategies, and processes*
_____ *Revising knowledge*

Points to Ponder (optional):

Narrative Comments (optional)

LMS's Signature: _____ Date: _____

 Comments:

Evaluator's Signature:_____ Date: _____

Comments:

Supplemental Feedback Form

☐ **Artifact Data**   ☐ **Unplanned Data**

LMS: _____   **School:** _____
Grade/Subject: _____   **Date:** _____
Administrator/Supervisor: _____

Standard/Quality Indicator: _____

Data: _____

Standard/Quality Indicator: _____

Data: _____

LMS's Comments: _____

Administrator's/Supervisor's Comments: _____

LMS's Signature _____Date _____

Administrator's Signature _____Date _____

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to LMS and administrator/supervisor.

St. Charles School District
LMS Summative Evaluation

LMS Name_____   **School Year**   _____

_____**Probationary**   _____ **Years in St. Charles School District**   **Subject/Grade Level**_____

_____**Tenured**   _____ **Total Experience**   **School**_____

Evaluator _____

PGP Goal #1_____

PGP Goal #2_____

LMS Standard / District Expectation
Teaching for Learning
1.1   Knowledge of learners and learning
1.2   Disciplinary research and inquiry methodologies
1.3   Interdisciplinary instruction (if applicable)
Standard 1 Comments:
2) Information and Knowledge
2.1   Access to information
2.2   Information literacy skills
2.3   Intellectual freedom
Standard 2 Comments:
3) Library Management and Administration
3.1   Assessment of the library media program
3.2   Participation in the implementation of technology (if applicable)
3.3   Establishes and maintains a productive environment
3.4   Management of library collection

3.5	Language, culture, family and knowledge of community values
3.6	Preparation and supervision of media personnel (if applicable)
3.7	Planning, budgeting, and maintaining of records
3.8	Encouragement of collaboration with staff
Standard 3 Comments:	

4) Reading and Literacy

4.1	Reading and promotion
4.2	Literacy strategies
Standard 4 Comments:	

5) Positive Classroom Environment

5.1	Classroom management, motivation, and engagement
5.2	Classroom, school, and community culture
Standard 5 Comments:	

6) Professionalism

6.1	Self-assessment and improvement
6.2	Professional learning
Standard 6 Comments:	

7) Professional Collaboration

7.1	Collegial activities
7.2	Cooperative partnerships in support of student learning
Standard 7 Comments:	

8) Professional Responsibilities

8.1	Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures.

Standard 8 Comments:

Probationary LMS Evaluations due by March 7.   *Tenured LMS Evaluations due by May 1.*

*If indicator is not met or showing appropriate growth, administrator will institute a Professional Improvement Plan. Professional Improvement Plan can be implemented at any time during the school year.

LMS Signature: _____   Date: _____

Comments:

Administrator Signature: _____   Date: _____

Comments:

St. Charles School District
LMS Professional Growth Plan
Summative

Indicator	Goal/Results (Focus and strategies for indicator)	Baseline Score	End Score	Growth Score

St. Charles School District
LMS Yearly Growth Rating Summative

Minimally Effective	Somewhat Effective	Proficient	Distinguished
1	2	3	4
Working on a PIP	Performance Concerns Noted	No Performance Concerns Noted	Noted as Distinguished in 1/3 of observed areas and all other areas Proficient

Rating for _____ School Year is

Overall Comments:

☐ **Recommend for Re-Employment**

☐ Develop a new or revised growth plan based on new indicators or a continuation of the same ones

☐ Develop an improvement plan linked to indicators, must include specific target dates and timelines that must be met in order for re-employment to continue

☐ **Do Not Recommend for Re-Employment**

LMS's Signature	**Date**	**Evaluator's Signature**	**Date**

Administrator Comments:

LMS Comments:

LMS Growth Guide 1.1

Standard 1: Teaching for Learning
Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments; communicates the impact of instruction.

Quality Indicator 1: Knowledge of learners and learning

Beginning	Developing	Proficient	Distinguished
1N1) The LMS…	1D1) The LMS also…	1P1) The LMS also…	1S1) The LMS also…
Reviews demographic and biographical data and becomes acquainted with the school community.	Seeks supplemental curricular resources aligned to district, school, whole class, and individual learner goals.	Plans differentiated instruction and programs that address the needs of the school community	Researches and identifies current learning theories and strategies and applies them to instructional design.

Professional Frames			
Evidence of Commitment Designs and teaches lessons that align learning goals and objectives with appropriate formative and summative assessments **Evidence of Practice** Consults with other educators to enhance individualized instructional practice. **Evidence of Impact** The school librarian becomes familiar with school-wide instructional goals and objectives and designs instruction that incorporates information on literacy and curriculum standards.	**Evidence of Commitment** Reflects on instructional practices including: • learner outcomes; • alignment of goals; • objectives; • assessments; • activities; and • modifies instruction accordingly **Evidence of Practice** The developing school librarian modifies instruction to address individual student needs. **Evidence of Impact** N / A	**Evidence of Commitment** Integrates state and national curricular guidelines into interdisciplinary instruction **Evidence of Practice** N/A **Evidence of Impact** N/A	**Evidence of Commitment** Includes opportunities to monitor student growth and develop higher level thinking in lesson plans **Evidence of Practice** N/A **Evidence of Impact** N / A

Score = 1	2 ▢	3 ▢	4 ▢	5 ▢	6 ▢	7 ▢	8

LMS Growth Guide 1.2

Standard 1: Teaching for Learning

Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments; communicates the impact of instruction.

Quality Indicator 2: Disciplinary research and inquiry methodologies

Beginning	Developing	Proficient	Distinguished
1N2) The LMS…	1D2) The LMS also…	1P2) The LMS also…	1S2) The LMS also…
Develops basic strategies to engage students in the research process.	Begins to implement strategies that engage students in the methods of research process.	Teaches his/her students to fully use the methods of the research process.	Collaborates with teachers to provide support for classroom inquiry.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Instruction indicates a basic level of understanding about research and inquiry methodologies	Accepted methods of research in the content area are identifiable in observations of instructional practice	Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline	Student- inquiry instructional approaches are prominent throughout instruction
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Student's understanding of basic inquiry and research strategies increases	Students begin to use basic methods of the research process	Students acquire and critically evaluate information/knowledge on their own and in groups using effective research and information literacy skills	Teachers create inquiry-based lessons that integrate the LMS-driven research and information literacy skills

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide 1.3

Standard 1: Teaching for Learning
Applies knowledge of the academic, personal, social, and cultural characteristics of students and relates them to learning through effective instructional strategies and assessments; communicates the impact of instruction.

Quality Indicator 3: Interdisciplinary instruction (if applicable)

Beginning	Developing	Proficient	Distinguished
1N3) The LMS…	1D3) The LMS also…	1P3) The LMS also…	1S3) The LMS also…
Demonstrates the ability to make interdisciplinary content connections through use of literature and/or the research process.	Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.	Develops and implements interdisciplinary activities or supports classroom projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	Collaborates with students and/or teachers to create and/or implement meaningful interdisciplinary learning experiences.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Connections between various disciplines are logical and add to overall learning	Meaningful learning experiences are appropriate to particular content or concepts and contribute to student's overall mastery	Lesson activities or curricular support prompt students to analyze the complexities of an issue or question	Incorporates current interdisciplinary themes into collaborative classroom learning experiences
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Students understand the meaning of interdisciplinary content connections	Students apply reading/library knowledge to real world problems by connecting them to classroom interdisciplinary themes	Students analyze the complexities of an issue or question using perspectives from varied disciplines	Through individual or group discussion, students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide - Standard 1: Teaching for Learning

Administrator Comments (required if ratings are below proficient):

LMS Growth Guide 2.1

Standard 2: Information and Knowledge

Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs, teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking, and promotes equitable access to resources in a variety of formats and services for a variety of needs.

Quality Indicator 1: Access to information

Beginning	Developing	Proficient	Distinguished
2N1) The LMS…	2D1) The LMS also…	2P1) The LMS also…	2S1) The LMS also…
Provides optimal access to a library catalog.	Provides a variety of print and electronic resources.	Provides 24/7 access to research materials to allow learning to extend beyond school walls.	Seeks resources and advocates for the inclusion of these new resources to support curricular and personal learning for students and staff.

Professional Frames

Evidence of Commitment Makes available the library collection before, during, and after school hours **Evidence of Practice** Provides a collection that supports optimal learning and development. **Evidence of Impact** N / A	**Evidence of Commitment** Ensures that the library's website and/or electronic resources are maintained and available **Evidence of Practice** Utilizes inter-school library loans and other resources within the district to meet the needs of staff and students **Evidence of Impact** N / A	**Evidence of Commitment** Enhances the library website's presence by building a comprehensive research repository supporting state, and national curricular guidelines through access to databases, the online catalog, free/subscription websites, and/or videos **Evidence of Practice** N/A **Evidence of Impact** N / A	**Evidence of Commitment** Curates a comprehensive research repository supporting state and national curricular guidelines for the broader community of learners **Evidence of Practice** N/A **Evidence of Impact** N / A

Score = 1	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8

LMS Growth Guide 2.2

Standard 2: Information and Knowledge
Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs, teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking, and promotes equitable access to resources in a variety of formats and services for a variety of needs.

Quality Indicator 2: Information literacy skills

Beginning	Developing	Proficient	Distinguished
2N2) The LMS…	2D2) The LMS also…	2P2) The LMS also…	2S2) The LMS also…
Consults with experienced librarians about teaching information literacy skills.	Encourages that information literacy skills are embedded in subject areas	Equips students with skills to assume responsibility for pursuing their own learning through inquiry.	Mentors others in information literacy instruction.
Professional Frames			
Evidence of Commitment N/A **Evidence of Practice** Plans and delivers individual, small group, and whole class information literacy lessons (identify, retrieve, analyze, synthesize, evaluate, and use information effectively). **Evidence of Impact** N/A	**Evidence of Commitment** Designs lessons or provides academic support that include developmentally appropriate resources **Evidence of Practice** Creates or supports lesson activities that demonstrate developmentally appropriate instructional resources that enhance academic performance **Evidence of Impact** Students use knowledge and technological skills to predict, connect ideas, and raise/answer questions.	**Evidence of Commitment** Designs lessons or provides academic support by providing access to resources that promote complex thinking skills and use of technology **Evidence of Practice** Delivers instruction or classroom support that includes developmentally appropriate instructional activities that promote complex thinking and technological skills **Evidence of Impact** Students apply knowledge, information literacy, and technological skills to find appropriate resources and make inferences, support arguments, and solve problems.	**Evidence of Commitment** N/A **Evidence of Practice** N/A **Evidence of Impact** Students and/or staff effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products.
Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide 2.3

Standard 2: Information and Knowledge

Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs, teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking, and promotes equitable access to resources in a variety of formats and services for a variety of needs.

Quality Indicator 3: Intellectual freedom

Beginning	Developing	Proficient	Distinguished
2N3) The LMS…	2D3) The LMS also…	2P3) The LMS also…	2S3) The LMS also…
Provides students, teachers, and families with non-restricted access to a varied collection of reading materials in print and/or electronic formats that reflect academic needs and personal interests.	Advocates for the principles of *The Students' Right to Read* and *the Position Statement on the School Librarian's Role in Reading* and ensures non-restricted access.	Supports the rights of others to hold different views and values and respects patrons' rights to privacy and confidentiality with respect to reading choices.	Encourages patrons to value and demonstrate their rights to hold different views and values and to respect other views that differ from their own.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N/A	N/A	N/A	N/A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Recognizes the need for patrons' rights to privacy and confidentiality	Provides access to materials that promote multiple views and values	Solicits others' opinions on materials that would advocate different points of views and values	Promotes a library environment that is safe and risk-free to all patrons regardless of personal views and values
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Patrons' rights will be considered.	Patrons' rights will be upheld.	Patrons' rights will be advocated for and upheld.	Patrons advocate for their own rights and the rights of others to hold different views and values.

Score = 1	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8

LMS Growth Guide - Standard 2: Information and Knowledge

Administrator Comments (required if ratings are below proficient):

LMS Growth Guide 3.1

Standard 3: Library Management and Administration

Recognizes the importance of short-term and long-term library media program planning; develops, implements, and evaluates the library media program based upon needs of all patrons.

Quality Indicator 1: Assessment of the library media program

Beginning	Developing	Proficient	Distinguished
3N1) The LMS…	3D1) The LMS also…	3P1) The LMS also…	3S1) The LMS also…
Prepares short- and long-range strategic plans aligned with the school mission, goals, and objectives.	Implements short- and long-range strategic plans aligned with the school's mission, goals, and objectives.	Reflects upon the effectiveness of short- and long-range strategic plans aligned with the school mission, goals, and objectives.	Collaborates with others in performing strategic planning and program evaluation.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Gathers relevant existing and new school library data to evaluate program effectiveness.	Analyzes relevant data to evaluate current program effectiveness and for future planning.	Implements program improvements and assesses their effectiveness.	Collaborates with others in performing strategic planning and program evaluation.
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Meets reporting requirements.	Implements and uses reports to begin assessing the needs of the library media program	N/A	Engages in program evaluation and leads in developing new techniques and concepts for evaluating and reporting on school library media programs
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
N / A	N / A	N / A	N / A

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide 3.2

Standard 3: Library Management and Administration
The LMS recognizes the importance of short-term and long-term library media program planning; develops, implements, and evaluates the library media program based upon needs of all patrons.

Quality Indicator 2: Participation in the implementation of technology (if applicable)

Beginning	Developing	Proficient	Distinguished
3N2) The LMS…	3D2) The LMS also…	3P2) The LMS also…	3S2) The LMS also…
Focuses use of technology on library circulation and some direct instruction.	Uses technology for instruction and begins to encourage the integration of technology into the curriculum.	Consistently promotes the integration and use of technology into the curriculum.	Actively leads the building and/or district in the growth and integration of technology.

Professional Frames			
Evidence of Commitment Incorporates technology into lesson plans and effectively manages circulation **Evidence of Practice** Recognizes the need for and begins to integrate some online resources and software to aid in instruction **Evidence of Impact** Students recognize the technology is an integral part of the library media program.	**Evidence of Commitment** Expands the use of technology in lesson plans **Evidence of Practice** Integrates online resources and/or software to aid instruction **Evidence of Impact** Students perceive that their performance improved as a result of specific LMS's lessons and activities.	**Evidence of Commitment** N / A **Evidence of Practice** Delivers lessons and activities that address the needs of diverse learners by incorporating varied technological resources and/or devices either individually or through collaboration with staff. **Evidence of Impact** Students and/or staff recognize the LMS as a resource for technology and its educational uses.	**Evidence of Commitment** Seeks opportunities to serve on building or district committees that address technological needs and ways to improve its integration into the curriculum. **Evidence of Practice** N/A **Evidence of Impact** Students and/or staff recognize that technology is an extension of the learning process used to enhance student understanding and a way for students to demonstrate 21st Century Skills.

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide 3.3

Standard 3: Library Management and Administration

The LMS recognizes the importance of short-term and long-term library media program planning; develops, implements, and evaluates the library media program based upon needs of all patrons.

Quality Indicator 3: Establishes and maintains a productive environment

Beginning	Developing	Proficient	Distinguished
3N3) The LMS…	3D3) The LMS also…	3P3) The LMS also…	3S3) The LMS also…
Understands the need to establish a productive environment for the operation of the LMC (i.e. expectations for students and staff) and begins to create policies.	Establishes and maintains a productive environment by developing, implementing, and communicating policies and procedures for the operation of the LMC (i.e. expectations for students and staff).	Consistently establishes and maintains a productive environment by developing, implementing, and communicating policies and procedures for the operation of the LMC (i.e. expectations for students and staff).	Creatively designs and promotes the LMC and maintains an appealing environment that is conducive to learning by various groups for various purposes.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Researches best practices for the management of the library media program	Encourages proper use and care of the media facilities, materials, and equipment	Consistently encourages proper use and care of the media facilities, materials, and equipment	Enhances the LMC to create a more inviting space for patrons
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Creates a plan for the proper use of the LMC	Communicates expectations and manages student behavior	Communicates clearly established expectations and effectively manages student behavior	Markets and promotes the library media program
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Patrons are aware of basic expectations for the LMC	Patrons begin to follow established expectations for the LMC.	Patrons effectively and correctly utilize the LMC facilities and materials.	Patron use of the LMC increases.

| Score = 1 | 2 ☐ | 3 ☐ | 4 ☐ | 5 ☐ | 6 ☐ | 7 ☐ | 8 |

LMS Growth Guide 3.4

Standard 3: Library Management and Administration

The LMS recognizes the importance of short-term and long-term library media program planning. The LMS develops, implements, and evaluates the library media program based upon needs of all patrons.

Quality Indicator 4: Management of library collection

Beginning	Developing	Proficient	Distinguished
3N4) The LMS…	3D4) The LMS also…	3P4) The LMS also…	3S4) The LMS also…
Familiarizes him/herself with the board approved collection development policy for selection of materials	Manages the selection, acquisition, circulation, and maintenance of library materials and equipment.	Effectively manages the selection, acquisition, circulation, and maintenance of library materials and equipment.	Demonstrates superior skill in the selection, acquisition, and processing of materials for optimal library use.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Elicits professional advice from other district library media specialists in the application of the board approved collection development policy	Utilizes the board approved collection development policy for selection of materials	Utilizes the board approved collection development policy for selection, weeding, and reconsideration of materials	Involves patrons in the selection of new materials and consults review sources
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Demonstrates an understanding of the process of selecting materials for the LMC	Orders, catalogs, and processes library materials and equipment	Orders, classifies, catalogs, processes, and organizes library materials and equipment	Justifies selection of materials by citing district collection development policy and professional journals/affiliations
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Patrons have access to materials in the LMC	Patrons have access to new materials to support curricular and individual needs	Patrons have current, diverse, and abundant resources at their disposal	Patrons have access to materials that promote diverse needs, including ones that may be deemed controversial to some

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide 3.5

Standard 3: Library Management and Administration

The LMS recognizes the importance of short-term and long-term library media program planning; develops, implements, and evaluates the library media program based upon needs of all patrons.

Quality Indicator 5: Language, culture, family and knowledge of community values

Beginning	Developing	Proficient	Distinguished
3N5) The LMS…	3D5) The LMS also…	3P5) The LMS also…	3S5) The LMS also…
Reviews demographic and biographical school data to determine the variety of learning needs	Modifies library program in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.	Creates a learning climate within the library which respects individual differences (gender, cultural, intellectual, physical) and is sensitive to the multiple experiences of learners, their family, culture, and community.	Connects instruction and/or library management to students' experiences creating a trusting environment by employing strategies that respect differing cultures and drawing explicit connections related to students' experiences and culture.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Collects and reviews demographic and biographical data of students	Demonstrates modifications in instruction or library program in response to students' individual experience, talents, prior learning, language, culture, family and community values	Models respect through action and words and establishes library routines and procedures which emphasize mutual respect for others	Maintains a trusting library environment and demonstrates strategies that teach mutual respect for differing experiences and cultures
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Students perceive that their particular differences and needs are recognized	Students' learning is positively affected	Students respect the differences of others as modeled	Students experience an environment of trust and mutual respect

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide 3.6

Standard 3: Library Management and Administration

The LMS recognizes the importance of short-term and long-term library media program planning; develops, implements, and evaluates the library media program based upon needs of all patrons.

Quality Indicator 6: Preparation and supervision of media center personnel (if applicable)

Beginning	Developing	Proficient	Distinguished
3N6) The LMS…	3D6) The LMS also…	3P6) The LMS also…	3S6) The LMS also…
Establishes criteria for media center personnel to perform duties.	Trains media center personnel to perform duties efficiently.	Trains and supervises media center personnel to perform duties efficiently.	Implements a training program for media center personnel.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Outlines duties necessary for the media center personnel to perform	Devises a plan to train and supervise media center personnel	Implements an effective training and supervising program for media center personnel	Supervises media center personnel in a consistent, positive manner
Evidence of Practice	**Evidence of Practice**		**Evidence of Practice**
Establishes time for the media center personnel to shadow the LMS	Models and trains media center personnel to perform duties	**Evidence of Practice**	Revises the training and supervision program to be more systematic and efficient
Evidence of Impact	**Evidence of Impact**	Collaborates with administrator(s) in the formal evaluation of non-certificated media center personnel	
N/A	Patrons begin to have additional services provided by library personnel other than the LMS	**Evidence of Impact**	**Evidence of Impact**
		Patrons have an efficient level of service provided by all library personnel	Patrons have an outstanding level of service by all library personnel

Score = 1	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8

LMS Growth Guide 3.7

Standard 3: Library Management and Administration

The LMS recognizes the importance of short-term and long-term library media program planning; develops, implements, and evaluates the library media program based upon needs of all patrons.

Quality Indicator 7: Planning, budgeting, and maintaining of records

Beginning	Developing	Proficient	Distinguished
3N7) The LMS…	3D7) The LMS also…	3P7) The LMS also…	3S7) The LMS also…
Stays within the budget.	Plans, budgets, and maintains accurate records.	Consistently plans, budgets, and maintains accurate records according to the needs and objectives of the library media program.	Develops excellent strategies for budget planning, implementation, and record keeping.

Professional Frames

Evidence of Commitment Understands the building and district approved methods for purchasing **Evidence of Practice** Verifies fund balances before making additional library purchases **Evidence of Impact** Patrons will have access to library materials.	**Evidence of Commitment** Establishes a plan to track use of library funds and to stay within the budget **Evidence of Practice** Maintains an up-to-date record of library expenditures and funds **Evidence of Impact** Patrons will have access to library materials and services.	**Evidence of Commitment** Evaluates the needs and objectives of the library media program to more efficiently budget library funds **Evidence of Practice** Makes appropriate use of district and building funds provided **Evidence of Impact** Patrons will access to a variety of library materials and services.	**Evidence of Commitment** Searches for other sources of funding for the library media program to enhance materials and services **Evidence of Practice** Makes appropriate use of a variety of funding sources to enhance the library media program **Evidence of Impact** Patrons will have access to a greater number and variety of library materials and services.

Score = 1	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8

LMS Growth Guide 3.8

Standard 3: Library Management and Administration
The LMS recognizes the importance of short-term and long-term library media program planning. The LMS develops, implements, and evaluates the library media program based upon needs of all patrons.

Quality Indicator 8: Encouragement of collaboration with staff

Beginning	Developing	Proficient	Distinguished
3N8) The LMS…	3D8) The LMS also…	3P8) The LMS also…	3S8) The LMS also…
Recognizes the impact that collaboration may have on student learning.	Promotes opportunities to collaborate with staff.	Actively seeks out opportunities to collaborate with staff in order to enhance learning opportunities for students.	Serves as a model to other librarians in the district to promote collaboration between LMS and staff

Professional Frames

Beginning	Developing	Proficient	Distinguished
Evidence of Commitment Understands how collaboration between the LMS and classroom teacher can positively impact student learning **Evidence of Practice** Researches various methods for how the LMS can collaborate with teachers **Evidence of Impact** N/A	**Evidence of Commitment** Educates the staff of the advantages of collaboration with the LMS **Evidence of Practice** Collaborates with staff to enhance student learning **Evidence of Impact** Students will have the advantage of multiple educators in the learning process serving as co-teachers.	**Evidence of Commitment** Educates self on school curriculum **Evidence of Practice** Demonstrates potential opportunities for collaboration based on curriculum research Identifies opportunities to collaborate with specific staff or curricular areas **Evidence of Impact** Students will have the advantage of multiple educators in the learning process serving as co-teachers.	**Evidence of Commitment** Encourages librarians and building staff to find opportunities for collaboration in order to enhance student learning **Evidence of Practice** Shares best practices with other librarians and staff **Evidence of Impact** Students will have the advantage of multiple educators in the learning process serving as co-teachers. Staff approaches the LMS with potential collaboration opportunities.

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide - Standard 3: Library Management and Administration

Administrator Comments (required if ratings are below proficient):

LMS Growth Guide 4.1

Standard 4: Reading and Literacy

Promotes and encourages reading for enjoyment, personal growth, and learning.

Quality Indicator 1: Reading and Promotion

Beginning	Developing	Proficient	Distinguished
4N1) The LMS…	4D1) The LMS also…	4P1) The LMS also…	4S1) The LMS also…
Articulates the importance of free voluntary reading.	Advocates for students' right to select reading materials for enjoyment, personal growth, and learning.	Demonstrates a commitment to students' right to select reading materials for enjoyment, personal growth, and learning.	Describes how a combination of print, language, and students' experiences affect reading and literacy.

Professional Frames			
Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Becomes familiar with students' reading interests and intellectual, emotional, and physical developments to provide appropriate reader advisory services	Assists readers in choosing a variety of materials in multiple formats to meet personal, recreational, and information needs.	N/A	Plans and implements reading and literacy activities that involve the broader school community
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
N/A	N/A	Implements strategies that motivate and enable reading (i.e. award nominee highlights, book displays, book fairs, etc.)	Implements books clubs, library showcases, readers theater, or other activities
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
N/A	N/A	N/A	Students, staff, and community see the library's role in literacy and the importance of a diverse, multilayered library program.

Score = 1	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8

LMS Growth Guide 4.2

Standard 4: Reading and Literacy

Promotes and encourages reading for enjoyment, personal growth, and learning.

Quality Indicator 2: Literacy strategies

Beginning	Developing	Proficient	Distinguished
4N2) The LMS…	4D2) The LMS also…	4P2) The LMS also…	4S2) The LMS also…
Supports classroom teachers with instruction that uses prior knowledge and poses questions appropriate to tasks.	Incorporates literacy strategies into instruction.	Collaborates with colleagues about reading initiatives and reading comprehension instruction	Develops and organizes literacy projects and events that enable independent use of print and electronic resources available both within school and outside of school.

Professional Frames

Evidence of Commitment N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A
Evidence of Practice Analyzes and selects print and electronic materials that support the development of fluency in readers	**Evidence of Practice** N/A	**Evidence of Practice** Provides and participates in ongoing professional development that focuses on current literacy research	**Evidence of Practice** Promotes public library reading initiatives, author visits, etc.
Evidence of Impact N/A	**Evidence of Impact** N/A	**Evidence of Impact** N/A	**Evidence of Impact** N/A

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide - Standard 4: Reading and Literacy

Administrator Comments (required if ratings are below proficient):

LMS Growth Guide 5.1

Standard 5: Positive Classroom Environment

Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

Quality Indicator 1: Classroom management, motivation, and engagement

Beginning	Developing	Proficient	Distinguished
5N1) The LMS…	5D1) The LMS also…	5P1) The LMS also…	5S1) The LMS also…
Occasionally uses motivation and engagement strategies to enhance student interest and promote learning.	Frequently or somewhat consistently uses effective motivation and engagement strategies to maintain student engagement in productive learning.	Consistently demonstrates a wide range of motivation and engagement strategies that promote continuous student learning and integration of the LMC into the school-wide community.	Evaluates effectiveness of emerging research-based motivational and engagement theories and strategies and self-selects and implements these to promote self-directed learning and expanded library integration.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Articulates the relationship between motivation and engagement and uses strategies at a basic level to maintain student interest and promote learning	Demonstrates the effective and appropriate use of motivation and engagement strategies to keep students engaged in productive learning	Uses a range of motivation and engagement strategies that promote continuous student learning and library patronage	Self-reflects, evaluates and engages in learning on the effectiveness of motivation and engagement strategies and applies it to enhance instruction and integration of the LMC into the school-wide community
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Students are interested in their learning.	Students are generally engaged in productive learning and sometimes use the library to enhance learning.	Students are continuously engaged in productive learning and use the library and its resources to enhance learning.	Students engage in self-directed learning and all patrons view the library as an extension of the classroom.

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide 5.2

Standard 5: Positive Classroom Environment
Understands individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

Quality Indicator 2: Classroom, school, and community culture

Beginning	Developing	Proficient	Distinguished
5N2) The LMS…	5D2) The LMS also…	5P2) The LMS also…	5S2) The LMS also…
Builds awareness of the culture of the library and community in order to influence student relationships and build an effective library learning environment.	Develops a positive culture in the library and school to positively affect learning and relationships with students and teachers.	Maintains a positive culture in the LMC and school to create an environment which promotes learning and positive relationships with students and teachers.	Actively engages all patrons in discussing and evaluating the culture of the library, school, and community to positively impact relationships and learning.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Engages in practices to learn the culture of the school and community	Positively affects learning and relationships with students and teachers by using strategies that promote a positive library culture The LMS monitors and responds to student misbehavior	Demonstrates efforts to build a positive LMC and school culture that results in an environment conducive to learning for all students/teachers. Responds to misbehavior respectfully and effectively **Evidence of Impact**	Engages patrons in forming the library environment based on the culture of the school and community; monitors student behavior in preventative ways and responds to misbehavior effectively with little or no disruption to the learning process **Evidence of Impact**
Evidence of Impact The library learning environment is structured to build positive student relationships and culture.	**Evidence of Impact** The library learning environment encourages positive relationships with students and teachers and mutual respect to enhance learning.	The culture of the LMC learning environment is characterized by positive student/teacher relationships and mutual respect that impacts student learning and teacher productivity; behavior is generally appropriate.	Patrons discuss and evaluate the culture of the library, school, and community and their impact on relationships and learning ; behavior is almost entirely appropriate.

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide - Standard 5: Positive Classroom Environment

Administrator Comments (required if ratings are below proficient):

LMS Growth Guide 6.1

Standard 6: Professionalism

Assesses the effects of choices and actions on others and seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Beginning	Developing	Proficient	Distinguished
6N1) The LMS…	6D1) The LMS also…	6P1) The LMS also…	6S1) The LMS also…
Demonstrates self-assessment and problem-solving strategies for reflecting on practice, influencing students' growth and learning, and the complex interactions between them.	Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.	Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the library and the larger school environment.	Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for developing an effective library program.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Demonstrates self-assessment and reflection strategies	Professional growth plan documents ongoing self-assessment and reflection strategies	Reflects on his/her instructional process and results that impact future planning	Provides direction and mentoring on maintaining effective professional development plans
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Engages in self-assessment and problem solving on improving their overall impact on student learning	Observations and conferences indicate attention to reflective practice and professional improvement	Uses reflections to direct future instruction and monitors the progress and evaluates results	Evidence of leadership in K-12 library teaming and in working with colleagues to become a reflective practitioner
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
N / A	N / A	N / A	N / A

Score = 1	2	☐	3	☐	4	☐	5	☐	6	☐	7	☐	8

LMS Growth Guide 6.2

Standard 6: Professionalism

Assesses the effects of choices and actions on others and seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 2: Professional learning

Beginning	Developing	Proficient	Distinguished
6N2) The LMS…	6D2) The LMS also…	6P2) The LMS also…	6S2) The LMS also…
Utilizes resources available for professional learning.	Applies knowledge gained from a variety of sources to the benefit of students in the library.	Shares expertise with colleagues to the benefit of students in multiple libraries.	Evaluates, procures, and creates resources for professional development and actively participates in professional development in the larger professional community.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Develops a Professional Growth Plan that documents focus and priority areas	Professional Growth Plan documents applied knowledge and strategies for the library	Professional Growth Plan documents strategies to share expertise and strategies for the library	Demonstrates how Professional Growth Plans are documentation of improvement, growth, and applied learning
Evidence of Practice			
Uses colleagues as a source of information and becomes aware of available professional learning resources	**Evidence of Practice** Practices in the library are impacted by learning outside the library	**Evidence of Practice** Uses learning to impact instruction and/or library programs and shares with colleagues	**Evidence of Practice** Works on a review team or participates in the professional development committee to impact overall learning in the building or within district libraries
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
N / A	N / A	N / A	N / A

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide - Standard 6: Professionalism

Administrator Comments (required if ratings are below proficient):

LMS Growth Guide 7.1

Standard 7: Professional Collaboration
Establishes effective working relationships with students, parents, school colleagues and community members.

Quality Indicator 1: Collegial activities

Beginning	Developing	Proficient	Distinguished
7N1) The LMS…	7D1) The LMS also…	7P1) The LMS also…	7S1) The LMS also…
Works regularly with other colleagues on all standards to build an understanding of their position, roles, and responsibilities.	Participates in building a school-wide shared mission, vision, values and goals, and monitors and evaluates progress toward these goals, participates in curriculum and staff development, and works with colleagues to strengthen relationships in the school and community.	Participates in training and relationship building efforts in the school, district and community, and informally mentors others.	Is capable of providing leadership in building a school- and/or district-wide shared mission, vision, values and goals and is able to act as a trainer/mentor to assist with relationship building efforts in the school and community for the benefit of students.
Professional Frames			
Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N/A	N/A	N/A	N/A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Meets regularly with colleagues to support school and district goals	Contributes to support of progress on the mission, vision, and goals, and works with colleagues to strengthen relationships with students, families and other staff

Participates in required professional development | Serves as a school and/or district leader to support school and district initiatives | Mentors staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals; participates as appropriate in Missouri School Improvement Plan, Comprehensive School Improvement Plan, district LMS meetings and committee work |
| **Evidence of Impact** | **Evidence of Impact** | **Evidence of Impact** | **Evidence of Impact** |
| N / A | N / A | N / A | N / A |

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide 7.2

Standard 7: Professional Collaboration
Establishes effective working relationships with students, parents, school colleagues and community members.

Quality Indicator 2: Professional ethics

Beginning	Developing	Proficient	Distinguished
7N2) The LMS…	7D2) The LMS also…	7P2) The LMS also…	7S2) The LMS also…
Models the American Library Association Code of Ethics.	Guides the school community on using information ethically.	Shares expertise with the school community on using information ethically.	

Professional Frames			
Evidence of Commitment N / A **Evidence of Practice** Demonstrates appropriate use of information by following laws and regulations governing: copyright; intellectual property; fair use; public performance rights; and licensing **Evidence of Impact** N / A	**Evidence of Commitment** N / A **Evidence of Practice** Provides students and staff with information on how to uphold laws and regulations governing: copyright; intellectual property; fair use; public performance rights; and licensing **Evidence of Impact** N / A	**Evidence of Commitment** N / A **Evidence of Practice** Mentors others and/or creates systems that promote ethical use of information (i.e. research/MLA guidebook) **Evidence of Impact** N / A	

Score = 1	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	7 ☐	8

LMS Growth Guide - Standard 7: Professional Collaboration

Administrator Comments (required if ratings are below proficient):

LMS Growth Guide 8

Standard 8: Professional Responsibilities
Complies with building and district policies and procedures.

Quality Indicator 1: Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures.

Beginning	Developing	Proficient	Distinguished
8N1) Exemplifies good attendance, adheres to policy, and maintains confidentiality/privacy.		8P1) The LMS also … Exemplifies good attendance, adheres to policy, and maintains confidentiality/privacy.	8S1) The LMS also… Assists/mentors other staff members in adherence to policies and procedures.
Professional Frames			
Evidence of Commitment N/A **Evidence of Practice** The LMS's records are kept in a manner that may not maximize feedback, communication, and/or compliance. The LMS is rarely absent, arrives on time ready to begin work, and does not leave before the designated time. The LMS schedules time off in accordance with Board policy. The LMS's practice requires support in understanding school/district policies and procedures. The LMS honors the confidential nature of student information.		**Evidence of Commitment** N/A **Evidence of Practice** Rarely absent, arrives on time ready to begin work, does not leave before the designated time, and schedules time off in accordance with Board policy. Consistently adheres to building/district policies and procedures and consistently supports and enforces program regulations. Honors the confidential nature of student information.	**Evidence of Commitment** N/A **Evidence of Practice** Serves as a mentor to others regarding adherence to policies and procedures.
Score = 1	2 ☐	3 ☐ 4 ☐	5 ☐ 6 ☐	7 ☐ 8

LMS Growth Guide - Standard 8: Professional Responsibilities

Administrator Comments (required if ratings are below proficient):

Standards and Indicators in
Professional Frames

1)	**Teaching for Learning**	
1.1		Knowledge of learners and learning
1.2		Disciplinary research and inquiry methodologies
1.3		Interdisciplinary instruction (if applicable)
1.4		
2)	**Information and Knowledge**	
2.1		Access to information
2.2		Information literacy skills
2.3		Intellectual freedom
3)	**Library management and administration**	
3.1		Assessment of the library media program
3.2		Participation in the implementation of technology (if applicable)
3.3		Establishes and maintains a productive environment
3.4		Management of library collection
3.5		Language, culture, family and knowledge of community values
3.6		Preparation and supervision of media personnel (if applicable)
3.7		Planning, budgeting, and maintaining of records
3.8		Encouragement of collaboration with staff
4)	**Reading and Literacy**	
4.1		Reading and promotion
4.2		Literacy strategies
5)	**Positive classroom environment**	
5.1		Classroom management, motivation, and engagement
5.2		Classroom, school, and community culture
6)	**Professionalism**	
6.1		Self-assessment and improvement
6.2		Professional learning
7)	**Professional Collaboration**	
7.1		Collegial activities
7.2		Cooperative partnerships in support of student learning
8)	**Professional Responsibilities**	
8.1		Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures

Possible Sources of Evidence
Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The LMS understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Beginning	Developing	Proficient	Distinguished
For the LMS…	For the LMS…	For the LMS…	For the LMS …
Possible Sources of Evidence			
• Uses a variety of supplemental materials • The LMS can relate the GLE's and/or CLE's to content objectives in lesson plans • Classroom observation data • Lesson plans • Praxis scores • Engagement strategies • Observation forms focused on student engagement • IPI data • Instruction indicates a basic level of understanding about research and inquiry methodologies • Can articulate the importance of students using research and inquiry methodologies • Lesson plans indicate inquiry and research • Learning activities make interdisciplinary content connections • Students interact with various social and cultural perspectives	• Instruction indicates an appreciation of the complexity and ever evolving nature of the content • Assessment practices provide data on student's use of academic language • Classroom observation data • Student assessment data • Engagement strategies • Accepted methods of research in the content area are identifiable in lesson plans and observations of instructional practice • Students are engaged in inquiry and research • Student product or work samples demonstrate interdisciplinary themes • Instructional activities include global perspectives and/or critical examination of bias • Student understanding increases regarding national, regional and ethnic contributions	• Students use critical vocabulary in context correctly in an instructional product • Primary source documents are supplemented with relevant academic material • Student portfolios or work samples • Classroom observation data • Student assessment data • Assessment practices confirm student status and progress • Documentation of alignment of engagement to achievement • Student projects require analysis of complex issues • Students demonstrate the ability to analyze using perspectives from a variety of disciplines • Conduct reviews and research to build background knowledge • Video student discussions • Students question and challenge conventional assumptions and standard approaches • Students can innovate and propose possible solutions to global challenges	• Professional organization presentations and/or publications • Provides professional development for other LMSs • Assessments are used to determine if students can communicate academic language effectively • Intervention or enrichment strategies are used based on student data • Research or articles • Observation of student led engagement strategies • Student self reflection log • Assessment data indicates that student capacity at research and inquiry has increased • Students use real world application of inquiry and research • Student products • Outside research/collaboration • Incorporates current interdisciplinary themes into classroom learning experiences • Real world partners interact with students • Students offer ideas to improve their community and world

Standard 2: Student Learning, Growth and Development

The LMS understands how students learn, develop and differ in their approaches to learning. The LMS provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

Beginning	Developing	Proficient	Distinguished
For the LMS…	For the LMS…	For the LMS…	For the LMS …
Possible Sources of Evidence			
• Maintains assessment data and records to determine individual student development • Instructional decisions are based on an understanding of how students develop • Assessment data • Lesson plans • Classroom observation data • Students exhibit responsible behavior in the classroom/school • Posted rules, procedures, etc. • Student planners • Formal/informal assessments • Demonstrates knowledge of community culture and values • Demonstrates a respectful regard for each student • Accurately maintains records on student's experiences, styles, intelligences, strengths and needs • Professional growth plan • Personnel file • LMS interview • Student inventories in preparation of differentiated instruction • Student and parent surveys	• Examples or research on models of growth and development are used as a resource • Current information on models of growth and development are reviewed regularly and applied • Articles and research on growth and development • Classroom practices, routines and instruction emphasizes students setting goals • Assessment data verifies that student goals have been met • Alignment of class work with planner • Demonstrates understanding of student's demographic and biographical data • Seeks feedback from parents and students regarding LMS respect • Learning activities highlight and build off students individual characteristics • Lesson plans • Student inventories in preparation of differentiated instruction • Student and parent surveys	• Assessment data informs decisions on instruction and learning activities • Lesson plans • Classroom observation data • Students engage in self-reflection practices in regards to setting goals and organization • Rubrics and scoring guides • Self reflection document • Classroom routines and procedures highlight student respect for others • Reads appropriate articles, publications, etc. and documents in their professional growth plan • Educational environment appears welcoming, stimulating and inviting • Environment includes samples of student work • Student and/or parent feedback • Student inventories in preparation of differentiated instruction • Student and parent surveys	• Shares assessment data and practices with colleagues • Meeting agenda's showing collaboration • Professional growth plans • Assist colleagues on setting appropriate classroom routines and procedures • Students work productively to achieve learning goals • Student portfolios; observations • Communication with families is regular and respectful • Engages in community activities • Mentors LMSs and provides assistance on using theories of learning in the classroom • Feedback from students and parents (e.g. surveys that indicate trust and positive relationships exist in the classroom) • Reports from parents/counselors • Student inventories in preparation of differentiated instruction • Student and parent surveys

Standard 3: Curriculum Implementation

The LMS recognizes the importance of long-range planning and curriculum development. The LMS develops, implements, and evaluates curriculum based upon student, district and state standards data.

Beginning	Developing	Proficient	Distinguished
For the LMS…	For the LMS…	For the LMS…	For the LMS …
Possible Sources of Evidence			
• Aligns classroom activities to state and district standards • Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities • A connection is present between learning activities and needs of diverse learners • Engages in evaluation practices relative to long and short-term goals	• Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards • Classroom observations verify a variety of learning experiences occur • Use of a variety of activities (i.e. instructional approaches, learning modalities, etc.) • Ongoing assessment of diverse learning needs provides direction for future lessons • Resources used support the needs of diverse learners and enhance instruction	• Essential learning outcomes of a unit are identified • Use of specific learning activities to address curriculum objectives • Student data indicates objectives are mastered • LMS reflection indicates the utilization the collection of data to influence instructional planning, pacing and delivery • LMS reflection indicates analysis, adjustments and modification of instructional planning implementation to achieve increased student success	• Serves on curriculum review committees • Participates in formal and informal collegial support activities including curriculum review committees • Administrative observation indicates both formal and informal collegial interaction and support • Is able to assist colleagues in evaluating lessons relative to long and short-term goals • Can offer presentations or act as an ongoing resource in curricula areas • Attendance on committees

Standard 4: Critical Thinking

The LMS uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills including technological resources.

Beginning	Developing	Proficient	Distinguished
For the LMS…	For the LMS…	For the LMS…	For the LMS …

Possible Sources of Evidence			
• Lesson plans indicate intentional instructional strategies to activate student engagement • Student work and feedback demonstrate basic understanding of the concept of critical thinking and steps necessary to problem-solve • Understands how to use instructional resources including technology to enhance the teaching and learning process • Can transition into, facilitate and manage individual and cooperative learning activities • Essential questions to expand critical thinking skills • Open-ended projects including multiple solutions • Class debates to defend solutions	• Learning activities require students to use higher order thinking and problem-solving skills • Observations (e.g. classroom walk-through) includes an instructional strategies checklist and provides data on percentage of students engaged • Student understanding and use of technological literacy as it applies to modern industry and communication • Demonstrates the ability to determine which learning situation is most appropriate for which lesson • List of instructional resources • Alignment between resources and strategies to promote critical thinking and problem-solving • Essential questions to expand critical thinking skills • Open-ended projects including multiple solutions • Class debates to defend solutions	• Lesson plans indicate the use of a range of instructional techniques and resources • Anecdotal data and formative evaluations consistently reveal the use of effective instructional techniques • Student assessment data indicates a positive impact of instructional resources on student learning • Essential questions to expand critical thinking skills • Open-ended projects including multiple solutions • Class debates to defend solutions	• The use of advanced instructional techniques are confirmed through a high level of student achievement • Feedback from peers and mentees indicate effective instructional leadership • Students are engaged in the skills of analysis, synthesis and interpretation • Students are able to create original products using aspects of technology literacy • Essential questions to expand critical thinking skills • Open-ended projects including multiple solutions • Class debates to defend solutions

Standard 5: Positive Classroom Environment

The LMS uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

Beginning	Developing	Proficient	Distinguished
For the LMS…	For the LMS…	For the LMS…	For the LMS …
Possible Sources of Evidence			
• Motivation and engagement strategies • Organizes classroom and routines with regard to management of time, space, transitions and activities • Engages in practices to learn the culture of the school and community • Lesson plans indicate influence of culture on learning • LMS interviews • Pre-post conferences • Attendance at community and school events	• Uses motivation and engagement strategies in the classroom • Self-reflects on the effectiveness of motivation and engagement strategies • Student engagement levels are impacted by time, space, transitions and activities • Classroom environment is impacted by the culture of the school and community • Pre-post conference • Self-reflection notes	• Self-reflects and evaluation on the effectiveness of motivation and engagement strategies guides future use • Engagement data indicates a strong impact from the management of time, space, transitions and activities • Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community • Self-reflection notes	• Continually refines the use of motivation and engagement strategies based on evaluation data • Students are self-directed as a result of the management of time, space, transitions and activities • Students participate in forming the classroom environment based on the culture of the school and community • Students participate in evaluating the environment of the classroom and school and its impact on learning • Professional development plan • Observation focused on self-directed student engagement

Standard 6: Effective Communication

The LMS models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Beginning	Developing	Proficient	Distinguished
For the LMS…	For the LMS…	For the LMS…	For the LMS …
Possible Sources of Evidence			
• Uses correct grammar in classroom communication and materials • Exhibits understanding of and empathy toward student needs • Plans for expanding students ability to speak, write, listen and use other media • Connects use of technology and media communication tools to enhance learning activities • Newsletters, memos, letters, etc	• Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc. • Students demonstrate understanding of and empathy toward others • Lesson plans indicate an effort to expand students ability to speak, write, listen and use other media • Demonstrates how technology and media communication tools can enhance student learning • Student work samples; portfolios	• Uses strategies to assess the impact of their communication • Guides students to use effective communication • Students understand differences in culture, gender and intellectual and physical differences • Students evaluate the effectiveness of their own speaking, writing, listening and use of other media • Students are able to select appropriate technology and media communication tools to support their learning • Student data indicating effective and correct communication • Lesson plans indicating activities on respect • Writing assignments • Student work samples; portfolio projects • Rubrics	Assists other colleagues with creative effective, correct communication • Contributes to the overall effective and correct communication coming from the school to the larger community • Students exhibit behaviors that demonstrate respect for others • Students encourage and model respect for one another • Expands their understanding of how technology and media communication tools can enhance learning activities • Evidence of assistance in helping colleagues with communication • School newsletters, website, memos, etc. • Presentation materials, newsletters, letter to editor, etc. • Mentor log

Standard 7: Student Assessment and Data Analysis

The LMS understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Beginning	Developing	Proficient	Distinguished
For the LMS…	For the LMS…	For the LMS…	For the LMS …
• Assessment data guides decisions about specific learning goals • LMS created assessments • Formal assessments • Data information and assessment results • Lesson plans using data • Creates connections on how each assessment format demands particular types of knowledge/skills • Various assessments • Scoring guides • Reflective dialogue on the lesson plan of how the LMS uses group instructional data to impact learning • Is responsible and knowledgeable when communicating student status and progress • Communication logs • Samples of student progress reports • Participates in data team training or works with mentor on data analysis • Attendance record/sign-in sheet • Meeting notes • Mentor log	• Has assessment data on student status and progress prior, during and after instruction • A plan of assessments that addresses learning goals • Using pre and post results or other comparison data to confirm growth in learning • Trend data • Student learning goals • Samples of written feedback to students that were done in a reasonable timeframe • Information to plan mature lesson plans • Adjustments or modifications to lessons • Can provide evidence that confirms students status and progress • Samples of progress reports using concrete student data • Evidence of student progress • Participates in meetings with other colleagues regarding data analysis • Uses information or collective decisions to inform practice • Meeting notes • Study Group log/minutes	• Assessment data accurately describes the status and progress • Student work samples, projects • Use of rubrics • Unit instructional and assessment plan • Students clearly understand expectations and work to achieve them • Student learning goals • Student data folder or portfolio • Conducts further observations and collection of data to confirm impact • Mature lesson plans that address both whole class and individual needs • Examples of modifications • Samples of progress reports using multiple forms of concrete student data • Samples of opportunities for feedback from parents or others • Attendance record/sign-in sheet • Meeting notes • Study Group log/minutes • Evidence of changed practice	• Assists students and colleagues in the accurate use of assessment data • Mentor log • Running Records or Running Charts • Students assist with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals • Samples of student goals statements • Feedback from colleagues • Adjusts instruction to maximize student learning of instructional objectives • Presentation materials • Examples of modifications • Assists with helping others understand data analysis and how it can impact practice • Attendance record/sign-in sheet • Meeting notes • Study group log/minutes • Evidence of changed practice

Adopted 2014

Standard 8: Professionalism

The LMS is a reflective practitioner who continually assesses the effects of choices and actions on others. The LMS actively seeks out opportunities to grow professionally in order to improve learning for all students.

Beginning	Developing	Proficient	Distinguished
For the LMS…	For the LMS…	For the LMS…	For the LMS …
• Lesson planning shows the use of self-assessment to allow for instructional change • Professional growth plans • Meetings with mentor • Mentor log • List of resources examines classroom structure to ensure compliance • Answers to policy and procedure questions	• Lesson planning shows continuing growth in the use of self assessment to improve instruction • Professional growth is aligned to learning at conferences, in articles, etc. • Practices in the classroom are impacted by learning outside the classroom • Evidence of change in instruction based on professional learning (lesson plans, behavior logs, professional growth plans) • Behavior management plans and lesson plans • Attendance data, classroom rules, etc. • Documented changes to practice	• Evidence of data team, grade-level or vertical teaming participation • Agenda or minutes from meetings • Student growth data • Demonstrates learning for colleagues or is available to provide support • Presentation artifacts: agenda, hand outs, video • Student growth data demonstrating impact • Mentoring logs • Committee Participation • Can act as a peer observer to ensure alignment and compliance of colleagues practice to policies and procedures	• Works with colleagues to become a reflective practitioner • Meeting notes indicate leadership role • Data from colleagues self-reflection practice • Engages in a strategy to evaluate the effectiveness of overall learning in the building • Meeting minutes from review team or professional development committee • Evaluation data • Presentation artifacts – agenda, hand outs, video • Professional membership and /or committee leadership • Regional or state committees • Presentation materials

Standard 9: Professional Collaboration

The LMS has effective working relationships with students, parents, school colleagues and community members.

Beginning	Developing	Proficient	Distinguished
For the LMS…	For the LMS…	For the LMS…	For the LMS …
• Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • Works to meet colleagues and begin to build relationships • School services and needs • Knowledgeable of staff and positions • Works to understand concerns and needs regarding student learning and well-being • Participation in school-wide activities and events like parent conferences, parent LMS org, etc. • Knowledge of students and families and community issues	• Contributes to supporting progress on the mission, vision and goals • Mentor log • Documentation of participation hours on PDC and in professional development; reflection on progress • Participates in professional community structure and meetings • Meeting attendance • Documented discussions and recommendations • Demonstrates regular participation in school-wide activities and events like parent conferences, parent LMS org, etc. • Assessment data on participation impact	• Is willing to be trained as a mentor to assist other staff • Reflection on goal progress • Documentation of mentor training • Is an active and engaged member of the professional learning community within the school • Documented strategies • Meeting notes and agendas • Demonstrates in ongoing participation in school-wide activities and events like parent conferences, parent LMS org, etc. • Evaluation data on the impact of partnerships on student learning and well-being	• Assists with assessing the progress or revising the mission, vision and goals • Attendance on review committee • Service as a mentor • Documentation of leadership roles • Implements and evaluates strategies that address needs and services in the school • Meeting notes and agendas • Evaluation data • Advocates for changes that support student learning and well-being • Documented leadership role • Documented recommendations or changes