



ADEPT

Assisting

Developing and

Evaluating

Professional

Teaching

Special Areas

Media Specialist

2019-2020

Approved December 17, 2018. In the event SC State Law is changed to allow an adjustment to the school start date, district administration may request a change to this calendar.

July 4
-Independence Day-
District Closed

July 2019						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 6 - 9
New Teacher Orientation

August 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

August 12-13
Teacher PD Day

August 14-16
Teacher Work Day

August 19
First Day for Students

September 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2
-Labor Day-
District Closed

October 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 18
End of 1st 9 Weeks

October 21
Teacher PD Day

November 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 27 - 29
-Thanksgiving Break-
District Closed

December 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 20
Half Day for Students
Last Day of First Semester

December 23 - 31
-Winter Holidays-
District Closed

**HALF DAY
DISMISSAL TIMES**
Elementary - 11 a.m.
Middle - 11:30 a.m.
High - 11:45 a.m.

Purple = New Teachers Only Green = Teacher PD Day Blue = Teacher Work Day
Red = First/Last Day of Semester Orange = School Closed
□ = Possible Make-Up Day ○ = End of Grading Periods

January 1-3
-Winter Holidays-
District Closed

January 6
Teacher PD Day

January 7
Teacher Work Day

January 8
Students Return

January 20
-MLK Jr. Day-
District Closed

February 17
-President's Day-
District Closed

March 12
End of 3rd 9 Weeks

March 13
Teacher PD Day

April 6-10
-Spring Break-
District Closed

April 13
Possible Make-Up Day
*District will be closed
if day is not needed*

May 22 and 29
Possible Make-Up Days
*District will be closed
if days are not needed*

May 25
-Memorial Day-
District Closed

June 3
Half Day for Students

June 4
Half Day for Students
Last Day of Second
Semester

June 5
Teacher Work Day

June 6
Graduation Day
South Pointe - 10 am
Rock Hill - 2 pm
Northwestern - 6 pm

ADEPT: Assisting, Developing, and Evaluating Professional Teaching
Guidance, Media, Speech (Special Areas) Composite Calendar for 2019-2020

Date	Guidance	Media	Speech
By 8/12/19	*Teams assigned (team administrator)	*Teams assigned (team administrator)	*Teams assigned (team administrator)
By 9/27/19	*Team members contact school counselor *Conduct School Orientation (administrator) *Conduct District ADEPT Orientation (teacher support specialist) *Complete Team Planning Sheet to determine observation and conference dates (team administrator)	*Team members contact media specialist *Conduct School Orientation (administrator) *Conduct District ADEPT Orientation (teacher support specialist) *Complete Team Planning Sheet to determine observation and conference dates (team administrator)	*Team members contact speech therapist *Conduct School Orientation (administrator) *Conduct District ADEPT Orientation (teacher support specialist) *Complete Team Planning Sheet to determine observation and conference dates (team administrator)
10/1/19 Preliminary Period	Preliminary Period begins *Submit Long Range Plan (APS1) to team members (teacher) *Observations (APS4) may begin *Submit <i>Reflection on Guidance Session</i> to team member within 5 school days of each observation (teacher) *Begin administering the <i>Consultation Survey</i> and analyzing results (teacher)	Preliminary Period begins *Submit Long Range Plan (APS1) to team members (teacher) *Observations (APS3) may begin *Submit <i>Reflection on Observations</i> to team member within 5 school days of each observation (teacher)	Preliminary Period begins *Submit Long Range Plan (APS1) to team members (teacher) *Observations of IEP and/or therapy sessions (APS5, APS6, APS7, APS8, APS9) may begin *Submit <i>Reflection on Speech-Language Therapy Session</i> to team member within 5 school days of each observation (teacher)
11/6/19	*Interviews (APS2, APS3, APS6) may begin (team administrator and mentor/peer evaluator) *Finalize the <i>Consultation Survey</i> (APS5) results and complete the <i>Consultation Report</i> (teacher)	*Interviews (APS2, APS4, APS5, APS6) may begin (team administrator and mentor/peer evaluator)	*Interviews (APS2, APS3, APS4) may begin (team administrator and mentor/peer evaluator)
12/13/19	Preliminary Period ends *Observation window closes *Preliminary Interviews end *Submit <i>School Guidance Counselor Professional Self-Report</i> (APS7) to team administrator (teacher) * <i>School Guidance Counselor Professional Performance Description</i> (APS7) prepared by team administrator	Preliminary Period ends *Observation window closes *Preliminary Interviews end *Submit <i>Library Media Specialist Professional Self-Report</i> (APS7) to team administrator (teacher) * <i>Library Media Specialist Professional Performance Description</i> (APS7) prepared by team administrator	Preliminary Period ends *Observation window closes *Preliminary Interviews end *Submit <i>Speech-Language Therapist Professional Self-Report</i> (APS10) to team administrator (teacher) * <i>Speech-Language Therapist Professional Performance Description</i> (APS10) prepared by team administrator *Review a random sampling of speech language records (team administrator and mentor/peer evaluator)
12/16/19 - 12/19/19	*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Preliminary Period) OR the Formal Evaluation Summary (Preliminary Evaluation) *Conduct Preliminary Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *CB-PGDP is issued (if required)	*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Preliminary Period) OR the Formal Evaluation Summary (Preliminary Evaluation) *Conduct Preliminary Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *CB-PGDP is issued (if required)	*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Preliminary Period) OR the Formal Evaluation Summary (Preliminary Evaluation) *Conduct Preliminary Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *CB-PGDP is issued (if required)
12/20/19	*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form, CB-PGDP (if required), and Deficiency Letter (if required)	*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form, CB-PGDP (if required), and Deficiency Letter (if required)	*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form, CB-PGDP (if required), and Deficiency Letter (if required)

**ADEPT: Assisting, Developing, and Evaluating Professional Teaching
Guidance, Media, Speech (Special Areas) Composite Calendar for 2019-2020**

Date	Guidance	Media	Speech
1/8/20 Final Period	Final Period begins *Observations (APS4) may begin (team members)	Final Period begins *Observations (APS3) may begin (team members)	Final Period begins *Observations of IEP and/or therapy sessions (APS5, APS6, APS7, APS8, APS9) may begin (team members)
1/27/20	*Submit revised Long Range Plan (APS1) to team members, if required (teacher) *Final Period Interviews (APS2, APS3, APS6) begin, if required (team administrator and mentor/peer evaluator) *Submit <i>Reflection on Guidance Session</i> to team member within 5 school days of each observation (teacher)	*Submit Long Range Plan (APS1) to team members, if required (teacher) *Final Period Interviews (APS2, APS4, APS5, APS6) begin, if required (team administrator and mentor/peer evaluator) *Submit <i>Reflection on Observations</i> to team member within 5 school days of each observation (teacher)	*Submit revised Long Range Plan (APS1) to team members, if required (teacher) *Final Period Interviews (APS2, APS3, APS4) begin, if required (team administrator and mentor/peer evaluator) *Submit <i>Reflection on Speech-Language Therapy Session</i> to team member within 5 school days of each observation (teacher)
3/12/20	Final Period ends *Observation window closes *Final Interviews end, if required *Submit <i>School Guidance Counselor Professional Self-Report</i> (APS7) to team administrator, if required (teacher) * <i>School Guidance Counselor Professional Performance Description</i> (APS7) prepared by team administrator	Final Period ends *Observation window closes *Final Interviews end, if required *Submit <i>Library Media Specialist Professional Self-Report</i> (APS7) to team administrator, if required (teacher) * <i>Library Media Specialist Professional Performance Description</i> (APS7) prepared by team administrator	Final Period ends *Observation window closes *Final Interviews end, if required *Submit <i>Speech-Language Therapist Professional Self-Report</i> (APS10) to team administrator, if required (teacher) * <i>Speech-Language Therapist Professional Performance Description</i> (APS10) prepared by team administrator
3/16/20 - 3/19/20	*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Final Period) OR the Formal Evaluation Summary (Final Evaluation) *Conduct Final Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *Finalize the CB-PGDP (if required)	*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Final Period) OR the Formal Evaluation Summary (Final Evaluation) *Conduct Final Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *Finalize the CB-PGDP (if required)	*Consensus Meeting: Team administrator and mentor/peer evaluator meet to discuss progress of the teacher and to reach an overall consensus judgement for each APS *Team administrator completes the Induction Progress Summary (Final Period) OR the Formal Evaluation Summary (Final Evaluation) *Conduct Final Conference with all team members present. Teacher is given their team's consensus judgment and written evidence for each APS. *Finalize the CB-PGDP (if required)
3/20/20	*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form (if required), and the updated CB-PGDP (if required) *Complete contract recommendations for school counselor (administrator)	*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form (if required), and the updated CB-PGDP (if required) *Complete contract recommendations for school counselor (administrator)	*Team administrator submits following documents to Personnel: Induction Progress Summary OR Formal Evaluation Summary, Consensus Interview Form (if required), and the updated CB-PGDP (if required) *Complete contract recommendations for school counselor (administrator)

TABLE OF CONTENTS

Front of Manual:

Rock Hill Schools Calendar
Media Composite Calendar

The Process:

Introduction	1
Evaluation Teams	1
Orientation Sessions	1
Pre-Evaluation Contacts	1
Team Planning	1
Long-Range Plan	2
Interviews	2
Observations	3
Reflections	3
Professional Self-Report and Performance Description	3
Evaluation Consensus Judgments	4
Preliminary Evaluation Conference	4-5
Final Evaluation Conference	5
Monitoring and Evaluating the Process	5

Forms:

ADEPT Special Areas Media Specialist Team Planning Sheet	6
Media Specialist Standards	7
Evidence Documentation	8-15
Reflection on Observation	16-17
Interview Form	18-22
Professional Self-Report	23
Professional Performance Description	24
Induction Progress Summary	25
Competence-Building Professional Growth and Development Plan (Induction)	26-33
Formal Evaluation Summary	34
Competence-Building Professional Growth and Development Plan (Formal)	35-42

INTRODUCTION

South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system provides appropriate standards and procedures for the performance evaluation for library media specialists. It includes multiple sources of evidence that reflect the library media specialist's performance relative to the seven ADEPT Performance Standards for media.

- APS 1 Long-Range Planning
- APS 2 Administering the Library Media Program
- APS 3 Collaboration for Instruction and Services
- APS 4 Library Media Collection and Resource Management
- APS 5 Maintaining an Environment Conducive to Inquiry
- APS 6 Assessing the Library Media Program
- APS 7 Professional Responsibilities

THE PROCESS

Evaluation Teams

All evaluation team members must be certified ADEPT evaluators and have successfully completed training in the ADEPT Special Areas evaluation instrument for media specialists. Evaluators for ADEPT Special Areas media specialists will participate in a yearly required orientation.

Teacher Support Specialists in collaboration with the school principal will assign each **Induction** media specialist a two-member assistance team (mentor and team administrator). The Teacher Support Specialists in collaboration with the school principal will assign each media specialist on **Formal evaluation** with a two-member evaluation team (team administrator and peer evaluator). The team administrator will be responsible for monitoring the timeline, collecting documents, and distributing information to the other evaluator(s) as well as the media specialist being evaluated. **Media specialists on Highly-Consequential Formal Evaluation will have a three-member team.**

Orientation Sessions

The Teacher Support Specialists will conduct an ADEPT Special Areas orientation session for media specialists being evaluated. The orientation will include written and oral explanations of ADEPT, the ADEPT APSs for school media specialists, the evaluation process, the criteria for successfully completing the evaluation, and the intended use of the evaluation results. Media specialists will be provided a timeline for the process and will be given the opportunity to ask questions for clarification.

Team members will participate in a **required orientation** on the ADEPT Special Areas instrument for media specialists. This session will address all components of the ADEPT Special Areas evaluation instrument. Team members will be reminded of their responsibilities and the importance of adhering to the guidelines of the ADEPT Special Areas process.

Pre-Evaluation Contacts

Team members should contact the media specialist they will be evaluating prior to the beginning of the Preliminary Period. During this contact, they will introduce themselves and answer questions in regard to the process. They should review the timeline to ensure the media specialist understands his/her responsibilities.

Team Planning

Team planning should occur at the beginning of the Preliminary Period. At this meeting, team members will determine observation and conference dates. The evaluation instrument contains a Team Planning Sheet that will be completed at the meeting.

Long-Range Plan (APS 1 – Evidence Documentation)

Formal Evaluation

The media specialist going through **summative formal evaluation** will follow the state guidelines for developing a written Long-Range Plan (LRP) to be submitted to each team member. Media specialists who are required to update the Long-Range Plan for the Final Evaluation Period must submit the revised Long-Range Plan to the team administrator.

The Long-Range Plan need not be reviewed again during the Final Period of evaluation if (1) the media specialist receives a preliminary rating of *Met* on APS 1, (2) the Long-Range Plan required no significant modifications subsequent to the initial review, and (3) the evaluation team agrees that no additional modifications to or reviews of the plan are necessary. Data collection for APS 1 may be resumed at any time during the Final Period, at the discretion of the evaluation team. In such instances, the media specialist must be provided with a **minimum of two weeks** prior written notice and a statement of the team's rationale for resuming the process.

Induction

The first-year media specialist going through **formative evaluation** will follow the state guidelines for developing a written Long-Range Plan (LRP) to be submitted to each team member. **Team members will provide feedback within two weeks of receiving the LRP.** The media specialist should continue the revisions of the LRP until it is deemed satisfactory to the team.

The LRP should be updated during the Final Period to reflect changes in demographics/class schedule.

Interviews (APS 2, APS 4, APS 5, and APS 6)

Formal Evaluation

During the Preliminary Period, each evaluator must conduct at least one interview with the media specialist to collect information and view artifacts related to APS 2, APS 4, APS 5, and APS 6. These APSs need not be reviewed again during the Final Period of evaluation if (1) the media specialist receives a preliminary rating of *Met* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary. Data collection for APSs 2, 4, 5, and 6 may be resumed at any time during the Final Period, at the discretion of the evaluation team. **In such instances, the media specialist must be provided with a minimum of two weeks prior written notice and a statement of the team's rationale for resuming the process.** Interviews for the Final Period will end according to the timeline.

Induction

During the Preliminary Period, each evaluator must conduct at least one interview with the media specialist to collect information and view artifacts related to APS 2, APS 4, APS 5, and APS 6. These APSs need not be reviewed again during the Final Period of evaluation if (1) the media specialist receives a preliminary rating of *Met* on these APSs and (2) the evaluation team agrees that no additional reviews are necessary. However, team members should continue to give feedback throughout the year. Data collection for these APSs may be resumed at any time during the Final Period, at the discretion of the team. **In such instances, the media specialist must be provided with a minimum of two weeks prior written notice and a statement of the team's rationale for resuming the process.** Interviews for the Final Period will end according to the timeline

Observations (APS 3)

Formal Evaluation

Observations of the media specialist may begin on the dates specified on the ADEPT Special Areas Composite Calendar. Each evaluator must conduct a **minimum of one unannounced** observation each period (i.e., a total of four observations must be conducted during the school year). All required observations must last a minimum of one entire session. Additional observations may be conducted at the discretion of the evaluation team. The ending dates for observations are designated on the Composite Calendar.

Note: Feedback may **NOT** be given to the teacher until the Preliminary Conference in December.

Note: The media specialist must score *Met* on **APS 3** in order to be successful on the evaluation instrument.

Induction

Observations of the media specialist may begin on the dates specified on the ADEPT Special Areas Composite Calendar. Each evaluator must conduct a **minimum of one announced** observation each period (i.e., a total of four observations must be conducted during the school year). All required observations must last a minimum of one entire session. Additional observations may be conducted at the discretion of the evaluation team. The ending dates for observations are designated on the Composite Calendar.

Note: Feedback **MAY** be given to the teacher following each observation.

Note: The media specialist must score *Progressing* on **APS 3** in order to be successful on the evaluation instrument.

Reflections (APS 3)

Formal Evaluation

Following every integral (formal) observation conducted during the Preliminary and Final Evaluation Period, the media specialist must complete a written Reflection on the session. The Reflection should be submitted to the evaluator within **seven calendar days** of the observation, unless an extension is approved by the evaluator. Each Reflection must be reviewed by the evaluator who conducted the observation.

Induction

Following every integral (formal) observation conducted during the Preliminary and Final Evaluation Period, the media specialist must complete a written Reflection on the session. The Reflection should be submitted to the evaluator within **seven calendar days** of the observation, unless an extension is approved by the evaluator. Each Reflection must be reviewed by the evaluator who conducted the observation.

Professional Self-Report and Performance Description (APS 7)

Formal Evaluation

The media specialist must complete and submit the Professional Self-Report to the team administrator. The administrator must complete the Professional Performance Description at the end of the Preliminary Period. Each evaluator must review the Professional Self-Report and the Professional Performance Description. The administrator must complete an additional Professional Performance Description for the Final Period. The media specialist need **not** complete another Professional Self-Report during the Final Evaluation Period if (1) he or she receives a preliminary rating of *Met* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. If a Final Period Professional Self-Report is to be submitted by the media specialist, it is due to the team administrator according to the Composite Calendar.

Induction

The media specialist must complete and submit the Professional Self-Report to the team administrator. The administrator must complete the Professional Performance Description at the end of the Preliminary Period. Each evaluator must review the Professional Self-Report and the Professional Performance Description. The administrator must complete an additional Professional Performance Description for the Final Period. The media specialist need **not** complete another Professional Self-Report during the Final Evaluation Period if (1) he or she receives a preliminary rating of *Met* on APS 7 and (2) the evaluation team agrees that no additional reviews are necessary. If a Final Period Professional Self-Report is to be submitted by the media specialist, it is due to the team administrator according to the Composite Calendar.

Evaluation Consensus Judgments

Formal Evaluation

The evaluation team will independently review evidence they have collected and conduct a consensus meeting to determine the standards met and to reach an overall consensus judgment. The evaluation team must reach consensus on each of the seven APSs regarding whether the media specialist *Met or Not Met* the media specialist standards. The team will document its consensus evidence relative to each performance standard on the Formal Evaluation Summary.

Should the two evaluators on a two-member team not reach consensus, they may request a process observer to hear their discussion and provide an objective opinion about how the process is being applied. If the process observer determines that the two-member team needs additional information to reach consensus, the team will collect further evidence from additional observations in order to reach a decision.

Note: In order to receive an overall rating of *Met*, the media specialist must meet **APS 3 and five of the remaining six standards** for the final period rating.

Induction

The evaluation team will independently review evidence they have collected and conduct a consensus meeting to determine the standards met and to reach an overall consensus judgment. The evaluation team must reach consensus on each of the seven APSs regarding whether the media specialist is *Progressing or Needs Improvement* as determined by the media specialist standards. The team will document its consensus evidence relative to each performance standard on the Formal Evaluation Summary.

Should the two evaluators on a two-member team not reach consensus, they may request a process observer to hear their discussion and provide an objective opinion about how the process is being applied. If the process observer determines that the two-member team needs additional information to reach consensus, the team will collect further evidence from additional observations in order to reach a decision.

Note: The media specialist must demonstrate *Progressing* on **APS 3 and five of the remaining six standards** for the final period rating.

Preliminary Evaluation Conference

Formal Evaluation

An evaluation conference will be held at the end of the Preliminary Period. The team administrator will lead the conference, but all team members must attend. Media specialists will be given his/her team's preliminary consensus evaluation judgment and written evidence of their performance relative to the seven ADEPT Performance Standards.

The media specialist must meet the competency standard on **all seven APSs. If a media specialist receives a judgment of *Not Met* on any APS, they must receive a Deficiency Letter from the principal.** In addition, the team will provide the media specialist with a Competence-Building Professional Growth and Development Plan, giving specific suggestions for improvement in the APS area(s) that was *Not Met*, evidence necessary to determine if improvements have been made, and a timeline for making necessary changes.

At the conclusion of the conference, the media specialist and team members will sign the Formal Evaluation Summary and the CB PGDP (if required). The media specialist and team administrator will receive copies.

Documentation of the Formal Preliminary Evaluation Summary, CB PGDP (if required), and Deficiency Letter (if required) will be submitted to the Office of Personnel by the date specified on the Composite Calendar.

Induction

An evaluation conference will be held at the end of the Preliminary Period. The team administrator will lead the conference, but all team members must attend. Media specialists will be given his/her team's preliminary consensus evaluation judgment and written evidence of their performance relative to the seven ADEPT Performance Standards.

The media specialist must meet the competency standard on **all seven APSs. If a media specialist receives a judgment of *Needs Improvement* on any APS, they must receive a Deficiency Letter from the principal.** In addition, the team will provide the media specialist with a Competence-Building Professional Growth and Development Plan, giving specific suggestions for improvement in the APS area(s) that was *Needs Improvement*,

evidence necessary to determine if improvements have been made, and a timeline for making necessary changes.

At the conclusion of the conference, the media specialist and team members will sign the Formal Evaluation Summary and the CB PGDP (if required). The media specialist and team administrator will receive copies.

Documentation of the Induction Progress Summary, CB PGDP (if required), and Deficiency Letter (if required) will be submitted to the Office of Personnel by the date specified on the Composite Calendar.

Final Evaluation Conference

Formal Evaluation

An evaluation conference will be held at the end of the Final Period. The team administrator will lead the conference with all team members in attendance. Media Specialists will be given their team's final consensus evaluation judgment and written evidence of their performance relative to the seven ADEPT Performance Standards. If required, the CB PGDP must be updated at the final conference.

In order to receive an overall rating of *Met*, the media specialist **must receive *Met* on APS 3 (collaborating for instruction and services) and and five of the six remaining APS standards.** A media specialist with the final judgment of *Not Met* will be formally evaluated the following year and may not be recommended for a contract.

At the conclusion of the conference, the media specialist and the team members will sign the Final Evaluation Summary and CB PGDP (if required). The media specialist and team administrator will receive copies. **Documentation of the Final Evaluation Summary, Interview Form (if required), and CB PGDP (if required) will be submitted to the Personnel Office by the date specified on the Composite Calendar.**

Induction

An evaluation conference will be held at the end of the Final Period. The team administrator will lead the conference with all team members in attendance. Media Specialists will be given their team's final consensus evaluation judgment and written evidence of their performance relative to the seven ADEPT Performance Standards. If required, the CB PGDP must be updated at the final conference.

In order to receive an overall rating of *Progressing*, the media specialist **must receive *Progressing* on APS 3 and five of the six remaining APS standards.** A media specialist with the final judgment of *Needs Improvement* will be formally evaluated the following year and may not be recommended for a contract.

At the conclusion of the conference, the media specialist and the team members will sign the Induction Progress Summary and CB PGDP (if required). The media specialist and team administrator will receive copies. **Documentation of the Induction Progress Summary, Interview Form (if required), and CB PGDP (if required) will be submitted to the Personnel Office by the date specified on the Composite Calendar.**

Monitoring and Evaluating the Process

Throughout the year, evaluators using the ADEPT Special Areas process will be provided reminders of responsibilities. Selected members may complete a survey concerning the ADEPT Special Areas Media Specialist instrument. Results from the survey will be considered in revising the process.

ADEPT Special Areas (Media) Team Planning Sheet

School Counselor's Name:				
School/Room #:				
Consensus Meeting	Fall:		Spring:	
Preliminary/ Final Conference	Fall:		Spring:	
Team Members	Suggested INTERVIEWS and OBSERVATIONS			
	Date and Time			
	Fall		Spring	
Building Administrator Name:				
Mentor or Peer Evaluator Name:				
Additional Team Member (if required) Name:				



ADEPT PERFORMANCE STANDARDS

Library Media Specialists

<i>Library Media Specialist</i>	<i>Competency Standard</i>
APS 1 Long-Range Planning	Competency Standard: The library media specialist develops a long-range plan (LRP) that appropriately describes and/or references the goals, objectives, policies, and procedures related to the administration and management of the library media center—including the plans for collaboration, assessment, communications, and advocacy—designed to meet the specific information and technology needs of the school community.
APS 2 Administering the Library Media Program	Competency Standard: The library media specialist effectively administers and manages the library media center to ensure the efficient use of available space, resources, and services.
APS 3 Collaboration for Instruction and Services	Competency Standard: The library media specialist promotes student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology with the curriculum standards.
APS 4 Library Media Collection and Resource Management	Competency Standard: The library media specialist appropriately selects, acquires, organizes, circulates, maintains, provides access to, and promotes the use of a diverse collection of resources and technologies.
APS 5 Maintaining an Environment Conducive to Inquiry	Competency Standard: The library media specialist creates a safe, attractive, open, and accessible environment that is conducive to inquiry and learning.
APS 6 Assessing the Library Media Program	Competency Standard: The library media specialist conducts appropriate assessments of the library media collection, instructional program, and facility, and uses the results of these evaluations to enhance resources and services.
APS 7 Professional Responsibilities	Competency Standard: The library media specialist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

ADEPT
for
Library Media Specialists
Evidence Documentation
Version 10-03

Library media specialist: _____

District: _____

School: _____

Grade level(s): _____

Dates of evaluation: from _____ to _____

Evaluator: _____ Title: _____

NOTE

Not all key considerations are of equal importance, nor is every key consideration applicable to all school library media specialists in all settings. Evaluators should establish the appropriate content/context-specific performance expectations and clearly convey this information to the school library media specialist prior to the initiation of the evaluation

APS 1: Long-Range Planning

Data Collection Methods

- Required:*
- ❖ Review of the library media specialist's long-range plan (LRP)
(Note: The review of the long-range plan is optional during the second semester of evaluation, contingent upon the library media specialist's successful preliminary evaluation results on APS 1.)
- Optional:*
- ❖ Interviews with the library media specialist
 - ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team

Key considerations typically include, but need not be limited to, the extent to which the library media specialist develops a long-range plan that contains appropriate descriptions of

- ❖ the specific information and technology needs of the school community;
- ❖ program goals and objectives that are based on the identified needs and the results of previous formal and informal program assessments;
- ❖ policies and procedures for administering the library media center (i.e., overseeing all managerial tasks necessary for the full and efficient use of the resources, services, and facility);
- ❖ policies and procedures for managing the resource collection to ensure that it is accurate and up-to-date and that it meets the needs of the school community;
- ❖ ways in which the library media specialist will integrate information literacy and technology into the academic curriculum by collaborating with classroom teachers to
 - plan and provide key instructional materials, resources, and technologies,
 - design student activities, programs, and projects, and
 - provide collaborative instruction;
- ❖ formal and informal assessments that will be used to evaluate the effectiveness of the library media instructional program, collection, and facility in supporting student learning; and
- ❖ ways in which the school community will be kept informed and updated about library media services.*

* Information contained in the library media center's policies and procedures manual or other print sources should be *referenced* (e.g., document, section, page number) whenever appropriate rather than *reiterated* in the long-range plan. These sources should be made available to the evaluators as requested.

Evidence Documentation

APS 2: Administering the Library Media Program

Data Collection Methods

Required: Interviews with the library media specialist in the library media center
(Note: The interviews for APS 2 are optional during the second semester of evaluation, contingent upon the library media specialist's successful preliminary evaluation results on APS 2.)

Optional: ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team

Key considerations typically include, but need not be limited to, the extent to which the library media specialist effectively and appropriately

- ❖ implements policies and procedures to maximize use of the library media center services, resources, and space;
- ❖ communicates these policies and procedures to all members of the school community;
- ❖ administers the library media center budget; and
- ❖ supervises other professionals and/or nonprofessionals who assist in the library media center.

APS 3: Collaboration for Instruction and Services

Data Collection Methods

- Required:*
- ❖ Observations of the library media specialist's instructional sessions (Note: Observations must be conducted during both semesters of evaluation.)
 - ❖ Review of the "Reflection" completed by the library media specialist following each observation
- Optional:*
- ❖ Interviews with the library media specialist, classroom teachers, and/or other members of the school community
 - ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team

Key considerations typically include, but need not be limited to, the extent to which the library media specialist demonstrates effectiveness in

- ❖ establishing instructional partnerships (e.g., joint planning, team teaching);
- ❖ integrating the information literacy standards, technology education standards, and appropriate curriculum standards;
- ❖ assisting students in developing the skills necessary for them to access and use information independently;
- ❖ promoting reading and the appreciation of literature;
- ❖ establishing appropriately high expectations for student performance; and
- ❖ monitoring the impact of the instructional partnerships on student achievement and making adjustments as appropriate.

APS 4: Library Media Collection and Resource Management

Data Collection Methods

- Required:* Interviews with the library media specialist in the library media center
(Note: The interviews for APS 4 are optional during the second semester of evaluation, contingent upon the library media specialist's successful preliminary evaluation results on APS 4.)
- Optional:* ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team

Key considerations typically include, but need not be limited to, the extent to which the library media specialist ensures that current, accurate, and appropriate materials and resources are available to meet the curriculum-related and recreational reading needs of all students and to support the informational needs of all members of the learning community by

- ❖ effectively implementing a collection-development policy (e.g., selection, weeding, gifts/donations, challenged materials);
- ❖ involving members of the learning community in the selection and continuous evaluation of materials and resources;
- ❖ developing an appropriate circulation policy and maintaining an efficient circulation system;
- ❖ organizing the materials according to an established system of classification; and
- ❖ making the materials easily accessible to patrons.

APS 5: Maintaining an Environment Conducive to Inquiry

Data Collection Methods

- Required:* ❖ Interviews with the library media specialist, classroom teachers, and/or other members of the school community
- Optional:* ❖ Walk-through observations of the library media center
- ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team

Key considerations typically include, but need not be limited to, the extent to which the library media specialist

- ❖ provides maximum access to the library media center resources, including physical adaptations if needed for persons with disabilities;
- ❖ creates a safe, attractive, and inviting environment that is conducive to learning and inquiry; and
- ❖ facilitates the effective use of library media services and resources by providing assistance, information, support, and/or instruction to all members of the learning community.

APS 6: Assessing the Library Media Program

Data Collection Methods

- Required:* ❖ Interviews with the library media specialist in the library media center (Note: The interviews for APS 6 are optional during the second semester of evaluation, contingent upon the library media specialist's successful preliminary evaluation results on APS 6.)
- Optional:* ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team

Key considerations typically include, but need not be limited to, the extent to which the library media specialist

- ❖ uses a variety of formal and informal data collection methods (e.g., observations, conversations and interviews, surveys and needs assessments, student test scores and library media center statistics such as circulation rate, daily patron rate, number of classes scheduled, average age of the collection) to continuously evaluate the effectiveness of the program and
- ❖ uses assessment results to guide decision making in areas such as
 - collection development (e.g., adding new resources; weeding outdated, worn, and damaged resources; determining the reallocation of funds);
 - library media center scheduling;
 - the alignment of the library media program with the information literacy standards, the technology education standards, and the appropriate curriculum standards as well as with the school/district mission and goals;
 - the impact of the library media center on student learning; and
 - the recommended use and design of physical facilities.

APS 7: Fulfilling Professional Responsibilities

Data Collection Methods

- Required:*
- ❖ Review of the “Professional Performance Description,” completed by the building administrator and other supervisors, as appropriate
 - ❖ Review of the “Professional Self-Report,” completed by the library media specialist
- (Note: The “Professional Self-Report” is optional during the second semester of evaluation, contingent upon the library media specialist’s successful preliminary evaluation results on APS 7. However, the “Professional Performance Description” must be completed by the administrator/supervisor and reviewed by the evaluation team both semesters.)
- Optional:*
- ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team

Key considerations typically include, but need not be limited to, the extent to which the library media specialist

- ❖ establishes and maintains positive professional relationships with colleagues, students, parents, and other members of the learning community;
- ❖ adheres to ethical standards and professional practice guidelines;
- ❖ appropriately balances “other assigned duties” with professional responsibilities, to the maximum extent possible;
- ❖ demonstrates positive work characteristics in terms of self-management and quality of work;
- ❖ contributes to the well-being of the students, the benefit of the overall school community, and the advancement of the profession;
- ❖ identifies his or her own professional strengths and weaknesses;
- ❖ displays professional insight and vision regarding library media services; and
- ❖ sets purposeful professional goals.

ADEPT for Library Media Specialists

APS 3: REFLECTION on Observations

Library Media Specialist

Date of observation

Title of lesson

Grade level

Subject area

Course

COLLABORATIVE PLANNING

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

Standards

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

Lesson objective(s):

Focus questions for the lesson:

Lesson content/skills:

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

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

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

Description of roles and responsibilities of

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

CONDUCTING THE LESSON

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

REFLECTION AND EVALUATION

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

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

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

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

* Currency of books and other materials _____

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

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

TOTAL of the above four ratings _____

AVERAGE of the above four ratings _____

ADEPT
for
Library Media Specialists

INTERVIEW FORM

Library Media Specialist _____

Interview Date _____

Interview Location _____

Evaluator(s) _____

APS 2: Administering the Library Media Program

Please discuss

- ❖ and show the section(s) of your policies and procedures manual that deal with the use of the library media center services, resources, and space.
 - How were these policies and procedures developed?
 - How do you communicate these policies and procedures to all members of the learning community (e.g., students, teachers, other school staff, parents)?
 - What hours is the library media center open? How and by whom were these hours of operation determined?
 - Show the schedule for the library media center. How does this schedule accommodate classes, small groups, and individual students? To what extent does this schedule provide maximum instructional access to the library media center services and resources (e.g., flexible scheduling, extended hours). How and by whom was the schedule developed?

- ❖ the library media center budget.
 - How do you determine your budget needs? How and to whom do you communicate this information?
 - What type of purchasing procedures do you follow, and what types of financial records do you keep? Please show examples.

- ❖ your supervisory responsibilities in terms of other library media staff (e.g., other professional library media specialists, clerical and/or technical assistants, paraprofessionals, student workers, volunteers).
 - Which library media center personnel do you supervise, and what type(s) of duties are assigned to each of these persons?
 - How do you supervise each of these persons?
 - How do you evaluate the job performance of each of these persons, and to whom do you communicate the results?

APS 4: Library Media Collection and Resource Management

Please describe

- ❖ your collection development policy (e.g., selection, weeding, gifts/donations, challenged materials) and the ways in which this policy supports the curriculum-related needs of the school community.
- ❖ your circulation policy.
- ❖ and demonstrate the circulation system.
- ❖ and show the way(s) in which you have organized the collection to best promote its use and ensure its access to all students.

APS 5: Maintaining an Environment Conducive to Inquiry

Please describe

- ❖ the ways in which the physical arrangement of the library media center provides maximum access to resources, including any physical adaptations that have been made to accommodate persons with disabilities.
- ❖ your strategies for ensuring that the library media center provides a safe, attractive, and inviting environment that is conducive to learning and inquiry.
- ❖ the ways in which you facilitate the effective use of library media services and resources by providing assistance, information, support, and/or instruction to all members of the learning community.

APS 6: Assessing the Library Media Program

Please describe and show examples of

- ❖ your formal and/or informal assessments of the library media collection (e.g., curriculum support, recreational reading, and access to information and resources). How have you used and/or will you use the results of these assessments?
- ❖ your formal and/or informal assessments of the instructional program (e.g., collaborations with teachers, scheduling, and impact on student learning). How have you used and/or will you use the results of these assessments?
- ❖ your formal and/or informal assessments of the facility (e.g., the arrangement, total space, useable space, accessibility, and furniture). How have you used and/or will you use the results of these assessments?

Library Media Specialist

APS 7: PROFESSIONAL SELF-REPORT

Library Media Specialist _____ **Date** _____

Directions to the Library Media Specialist:

Please respond to each of the following questions, and submit your completed form to the designated evaluator(s) by the date specified by your school district.

1. As a library media specialist, what are your professional strengths? How did you make this determination? How have you built on these strengths so far, and/or how will you do so in the future?
2. As a library media specialist, what are your professional weaknesses? How did you make this determination? What have you done so far to remediate or compensate for these weaknesses, and/or what are your future plans for improvement?
3. What are your plans for continuously improving library media services in your current setting?
4. What are the greatest challenges to implementing the library media program in your current setting, and how do you plan to address these challenges?
5. What are your goals and plans for continued professional development?

Library Media Specialist
APS 7: PROFESSIONAL PERFORMANCE DESCRIPTION

Library Media Specialist _____ **Date** _____

Administrator/Supervisor _____ **Title** _____

Directions to the Administrator or Supervisor:

Please respond to each of the following statements regarding this library media specialist; include specific examples wherever appropriate. Submit your completed form to the designated evaluator(s) by the date specified by your school district.

1. Describe the extent to which this library media specialist has developed and maintained positive professional relationships with colleagues, students, parents, and other members of the learning community.

2. Describe the extent to which this library media specialist follows professional and ethical guidelines.

3. Describe the extent to which this library media specialist performs appropriate/ required job responsibilities.

4. Describe the extent to which this library media specialist demonstrates responsible work habits (e.g., time management, punctuality, dependability, attendance).

5. Describe the extent to which this library media specialist contributes to the well-being of the students and to the benefit of the overall school community.

ADEPT for Library Media Specialists

INDUCTION PROGRESS SUMMARY

Library Media Specialist _____

School Year _____

School _____

Room _____

Team Members

Preliminary Period Signatures

Final Period Signatures

Team Chair _____ **Date** _____

Team Chair _____ **Date** _____

Mentor _____ **Date** _____

Mentor _____ **Date** _____

Mentor _____ **Date** _____
(Optional)

Mentor _____ **Date** _____
(Optional)

ADEPT Performance Standards		PRELIMINARY PERIOD		FINAL PERIOD	
		Date:		Date:	
		Needs Improvement	Progressing	Needs Improvement	Progressing
APS1	Long-Range Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS2	Administering the Library Media Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS3	Collaboration for Instruction and Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS4	Library Media Collection and Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS5	Maintaining an Environment Conducive to Inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS6	Assessing the Library Media Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS7	Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Assessment (Final Period)				Needs Improvement	Progressing
An overall assessment of <i>Progressing</i> indicates that the library media specialist received 1.) <i>Progressing</i> on APS 3 and 2.) <i>Progressing</i> on five of the remaining six standards during the Final Period.				<input type="checkbox"/>	<input type="checkbox"/>

Comments and Recommendations

Competence-Building Professional Growth and Development Plan For Library Media Specialists (Induction)

Library Media Specialist _____

District _____ School _____

Mentor _____
(Optional for Formal Evaluation and GBE)

Supervisor(s) _____

Directions: During the initial planning conference, dates for all assistance activities should be set and filled in under the "Date" column. As activities are completed, the teacher and supervisor will meet together before providing their initials in the respective columns.

Assistance Activities	Date	Library Media Specialist's Initials	Supervisor's Initials
• Initial conference to develop PGD plan			
• Beginning date for implementing plan			
• Preliminary review/conference			
• Ending date for implementing plan			
• Final review/conference			

Directions: Address all APS in which the Induction teacher scored *Needs Improvement* during the Preliminary Period. If all are *Progressing*, a CB-PGDP will not be required for the Final Period.

Area(s) To Be Addressed

- APS 1 Long-Range Planning
- APS 2 Administering the Library Media Program
- APS 3 Collaboration for Instruction and Services
- APS 4 Library Media Collection and Resource Management
- APS 5 Maintaining an Environment Conducive to Inquiry
- APS 6 Assessing the Library Media Program
- APS 7 Fulfilling Professional Responsibilities

The signatures below verify that the library media specialist has received written and oral explanations of the preliminary and final performance reviews.

Preliminary Review
Teacher/Date _____

Final Review
Teacher/Date _____

Preliminary Review
Supervisor/Date _____

Final Review
Supervisor/Date _____

MEDIA CB-PGDP (INDUCTION)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (Induction)

♦ **Goal for APS 1: Long-Range Planning**

To develop and/or reference appropriate goals, objectives, policies, and procedures related to the administration and management of the library media center—including the plans for collaboration, assessment, communications, and advocacy—that are designed to meet the specific information and technology needs of the school community.

♦ **Reason(s) for Targeting APS 1**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 1 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 2)
- Review the SCDE's LMS Long-Range Plan template*
- Review long-range plans prepared by other library media specialists in similar school settings
- Review standards: SC academic, information literacy, technology, 21st century skills
- Consult with members of the school library advisory committee to identify specific needs
- Collaborate with the mentor and/or other library media specialists to develop long-range plans
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Review of long-range plans
- Interviews with the library media specialist
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (Induction)

♦ **Goal for APS 2: Administering the Library Media Program**

To administer and manage the library media center to ensure the effective and efficient use of available space, resources, and services.

♦ **Reason(s) for Targeting APS 2**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 2 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 3)
- Review the interview questions for APS 2 (See *ADEPT for Library Media Specialists Interview Form*, page 2)
- Review other library media center policies and procedures for similar settings
- Collaborate with the mentor and/or other library media specialists to develop policies/procedures
- Consult with members of the school library advisory committee regarding the policies/procedures
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with other members of the school community
- Observations
- Other:

♦ **Preliminary performance review** (*To be completed by the supervisor on the basis of the evidence*)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (*To be completed by the supervisor on the basis of the evidence*)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (Induction)

♦ **Goal for APS 3: Collaboration for Instruction and Services**

To promote student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology into the related academic standards.

♦ **Reason(s) for Targeting APS 3**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 3 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 4)
- Review related standards: academic, information literacy, technology, and 21st century skills
- Collaborate with and/or observe the mentor and/or other library media specialists
- Collaborate for planning and instruction with other members of the school community
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with other members of the school community
- Review collaborative lesson plans
- Observations and Reflections
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (Induction)

♦ **Goal for APS 4: Library Media Collection and Resource Management**

To select, acquire, organize, circulate, maintain, provide access to, and promote the use of an up-to-date, appropriate, and diverse collection of resources and technologies that is aligned with and supports the curriculum and the school community.

♦ **Reason(s) for Targeting APS 4**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 4 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 5)
- Review the interview questions for APS 4 (See *ADEPT for Library Media Specialists Interview Form*, page 3)
- Review and use the state-recommended *collection development policy*[†]
- Review and use the state-recommended school library resource *core collection standards*¹
- Collaborate with the mentor and/or other library media specialists regarding collection development
- Consult with the school library advisory committee regarding collection selection/priorities
- Collaborate with the mentor and/or other library media specialists regarding circulation policies
- Assist members of the school community in accessing resources and technologies
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with members of the school library advisory committee
- Walk-through observations
- Review school library collection map
- Review requests from teachers and students
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (Induction)

♦ **Goal for APS 5: Maintaining an Environment Conducive to Inquiry**

To create and maintain a safe, attractive, open, and accessible library media center (LMC) environment that is conducive to inquiry and learning.

♦ **Reason(s) for Targeting APS 5**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 5 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 6)
- Review the interview questions for APS 5 (See *ADEPT for Library Media Specialists Interview Form*, page 4)
- Collaborate with administrators to optimize access to and use of the LMC
- Consult with the mentor and/or other library media specialists regarding the LMC environment
- Consult with members of the school library advisory committee regarding the LMC environment
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with other members of the school library media center advisory committee
- Walk-through observations
- Other:

♦ **Preliminary performance review** *To be completed by the supervisor on the basis of the evidence)*

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** *(To be completed by the supervisor on the basis of the evidence)*

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (Induction)

♦ **Goal for APS 6: Assessing the Library Media Program**

To appropriately assess the library media resource collection and instructional program on an ongoing basis, and to use the results of these evaluations to enhance the school's library media resources, instruction, and services.

♦ **Reason(s) for Targeting APS 6**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 6 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 7)
- Review the interview questions for APS 6 (See *ADEPT for Library Media Specialists Interview Form*, page 5)
- Collaborate with the mentor and/or other library media specialists regarding program assessments
- Collaborate with members of the school library advisory committee regarding program assessments
- Consult with the mentor and/or other library media specialists regarding use of results
- Consult with the members of the school library advisory committee regarding use of results
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with members of the school library advisory committee
- Review the library media center annual survey
- Review the periodic assessment reports from the library media specialist
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (Induction)

♦ **Goal for APS 7: Fulfilling Professional Responsibilities**

To consistently demonstrate ethically based professional behavior and to participate in continuous professional development.

♦ **Reason(s) for Targeting APS 7**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 7 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 8)
- Consult with the mentor and/or other library media specialists regarding responsibilities
- Engage in peer review and feedback
- Collaborate with other members of the school community
- Solicit regular feedback from administrator(s)/supervisor(s)
- Keep up-to-date on library/information science, technology, and education
- Engage in self-assessment of professional strengths and challenges
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with other members of the school community
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

ADEPT for Library Media Specialists

FORMAL EVALUATION SUMMARY

Library Media Specialist _____ School Year _____
 School _____ Room _____

Team Members

Preliminary Period Signatures

Final Period Signatures

Team Chair _____ **Date** _____

Team Chair _____ **Date** _____

Peer Evaluator _____ **Date** _____

Peer Evaluator _____ **Date** _____

Peer Evaluator _____ **Date** _____
 (Optional)

Peer Evaluator _____ **Date** _____
 (Optional)

ADEPT Performance Standards		PRELIMINARY EVALUATION		FINAL EVALUATION	
		Date:		Date:	
		Not Met	Met	Not Met	Met
APS1	Long-Range Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS2	Administering the Library Media Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS3	Collaboration for Instruction and Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS4	Library Media Collection and Resource Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS5	Maintaining an Environment Conducive to Inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS6	Assessing the Library Media Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
APS7	Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Judgment (Final Period)				Not Met	Met
An overall judgment of <i>Met</i> indicates that the library media specialist 1.) <i>Met</i> APS 3 and 2.) <i>Met</i> five of the six remaining standards during the Final Period.				<input type="checkbox"/>	<input type="checkbox"/>

Comments and Recommendations

Competence-Building Professional Growth and Development Plan For Library Media Specialists (FORMAL EVALUATION)

Library Media Specialist _____

District _____ School _____

Mentor _____
(Optional for Formal Evaluation and GBE)

Supervisor(s) _____

Directions: During the initial planning conference, dates for all assistance activities should be set and filled in under the "Date" column. As activities are completed, the teacher and supervisor will meet together before providing their initials in the respective columns.

Assistance Activities	Date	Library Media Specialist's Initials	Supervisor's Initials
• Initial conference to develop PGD plan			
• Beginning date for implementing plan			
• Preliminary review/conference			
• Ending date for implementing plan			
• Final review/conference			

Directions: Address all APSs in which the Formal evaluation teacher scored *Not Met* during the Preliminary Period. If all are *Met*, a CB-PGDP will not be required for the Final Period.

Area(s) To Be Addressed

- APS 1 Long-Range Planning
- APS 2 Administering the Library Media Program
- APS 3 Collaboration for Instruction and Services
- APS 4 Library Media Collection and Resource Management
- APS 5 Maintaining an Environment Conducive to Inquiry
- APS 6 Assessing the Library Media Program
- APS 7 Fulfilling Professional Responsibilities

The signatures below verify that the library media specialist has received written and oral explanations of the preliminary and final performance reviews.

Preliminary Review
Teacher/Date _____

Final Review
Teacher/Date _____

Preliminary Review
Supervisor/Date _____

Final Review
Supervisor/Date _____

Competence-Building Professional Growth and Development Plan For Library Media Specialists (FORMAL EVALUATION)

♦ **Goal for APS 1: Long-Range Planning**

To develop and/or reference appropriate goals, objectives, policies, and procedures related to the administration and management of the library media center—including the plans for collaboration, assessment, communications, and advocacy—that are designed to meet the specific information and technology needs of the school community.

♦ **Reason(s) for Targeting APS 1**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 1 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 2)
- Review the SCDE's LMS Long-Range Plan template*
- Review long-range plans prepared by other library media specialists in similar school settings
- Review standards: SC academic, information literacy, technology, 21st century skills
- Consult with members of the school library advisory committee to identify specific needs
- Collaborate with the mentor and/or other library media specialists to develop long-range plans
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Review of long-range plans
- Interviews with the library media specialist
- Other:

♦ **Preliminary performance review** (*To be completed by the supervisor on the basis of the evidence*)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (*To be completed by the supervisor on the basis of the evidence*)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (FORMAL EVALUATION)

♦ **Goal for APS 2: Administering the Library Media Program**

To administer and manage the library media center to ensure the effective and efficient use of available space, resources, and services.

♦ **Reason(s) for Targeting APS 2**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 2 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 3)
- Review the interview questions for APS 2 (See *ADEPT for Library Media Specialists Interview Form*, page 2)
- Review other library media center policies and procedures for similar settings
- Collaborate with the mentor and/or other library media specialists to develop policies/procedures
- Consult with members of the school library advisory committee regarding the policies/procedures
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with other members of the school community
- Observations
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (FORMAL EVALUATION)

♦ **Goal for APS 3: Collaboration for Instruction and Services**

To promote student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology into the related academic standards.

♦ **Reason(s) for Targeting APS 3**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 3 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 4)
- Review related standards: academic, information literacy, technology, and 21st century skills
- Collaborate with and/or observe the mentor and/or other library media specialists
- Collaborate for planning and instruction with other members of the school community
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with other members of the school community
- Review collaborative lesson plans
- Observations and Reflections
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (FORMAL EVALUATION)

♦ **Goal for APS 4: Library Media Collection and Resource Management**

To select, acquire, organize, circulate, maintain, provide access to, and promote the use of an up-to-date, appropriate, and diverse collection of resources and technologies that is aligned with and supports the curriculum and the school community.

♦ **Reason(s) for Targeting APS 4**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 4 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 5)
- Review the interview questions for APS 4 (See *ADEPT for Library Media Specialists Interview Form*, page 3)
- Review and use the state-recommended *collection development policy*[†]
- Review and use the state-recommended school library resource *core collection standards*¹
- Collaborate with the mentor and/or other library media specialists regarding collection development
- Consult with the school library advisory committee regarding collection selection/priorities
- Collaborate with the mentor and/or other library media specialists regarding circulation policies
- Assist members of the school community in accessing resources and technologies
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with members of the school library advisory committee
- Walk-through observations
- Review school library collection map
- Review requests from teachers and students
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (FORMAL EVALUATION)

♦ **Goal for APS 5: Maintaining an Environment Conducive to Inquiry**

To create and maintain a safe, attractive, open, and accessible library media center (LMC) environment that is conducive to inquiry and learning.

♦ **Reason(s) for Targeting APS 5**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 5 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 6)
- Review the interview questions for APS 5 (See *ADEPT for Library Media Specialists Interview Form*, page 4)
- Collaborate with administrators to optimize access to and use of the LMC
- Consult with the mentor and/or other library media specialists regarding the LMC environment
- Consult with members of the school library advisory committee regarding the LMC environment
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with other members of the school library media center advisory committee
- Walk-through observations
- Other:

♦ **Preliminary performance review** *To be completed by the supervisor on the basis of the evidence)*

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** *(To be completed by the supervisor on the basis of the evidence)*

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (FORMAL EVALUATION)

♦ **Goal for APS 6: Assessing the Library Media Program**

To appropriately assess the library media resource collection and instructional program on an ongoing basis, and to use the results of these evaluations to enhance the school's library media resources, instruction, and services.

♦ **Reason(s) for Targeting APS 6**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 6 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 7)
- Review the interview questions for APS 6 (See *ADEPT for Library Media Specialists Interview Form*, page 5)
- Collaborate with the mentor and/or other library media specialists regarding program assessments
- Collaborate with members of the school library advisory committee regarding program assessments
- Consult with the mentor and/or other library media specialists regarding use of results
- Consult with the members of the school library advisory committee regarding use of results
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with members of the school library advisory committee
- Review the library media center annual survey
- Review the periodic assessment reports from the library media specialist
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

Competence-Building Professional Growth and Development Plan For Library Media Specialists (FORMAL EVALUATION)

♦ **Goal for APS 7: Fulfilling Professional Responsibilities**

To consistently demonstrate ethically based professional behavior and to participate in continuous professional development.

♦ **Reason(s) for Targeting APS 7**

- Continued Professional Growth and Development
- Identified Weaknesses/Areas for Improvement

Description:

♦ **Suggested Strategies**

- Review the key considerations for APS 7 (See *ADEPT for Library Media Specialists Evidence Documentation*, page 8)
- Consult with the mentor and/or other library media specialists regarding responsibilities
- Engage in peer review and feedback
- Collaborate with other members of the school community
- Solicit regular feedback from administrator(s)/supervisor(s)
- Keep up-to-date on library/information science, technology, and education
- Engage in self-assessment of professional strengths and challenges
- Other:

♦ **Evidence that the supervisor will consider in determining progress/goal accomplishment**

- Interviews with the library media specialist
- Interviews with other members of the school community
- Other:

♦ **Preliminary performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)

♦ **Final performance review** (To be completed by the supervisor on the basis of the evidence)

- The library media specialist has *met* the above goal.
- The library media specialist is making *satisfactory progress* toward achieving this goal.
- The library media specialist is *not* making satisfactory progress toward achieving this goal.

Comments (Optional for *met* rating; required for *satisfactory progress* or *not met* rating)