

***AMPHITHEATER***  
***LIBRARIAN***  
***PERFORMANCE EVALUATION***  
***SYSTEM***  
**(ALPES)**

**Amphitheater Public Schools  
701 W. Wetmore Rd.  
Tucson, Arizona 85705**



08/5/14

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**POLICY NOTIFICATION STATEMENT**

The Amphitheater Governing Board and the Amphitheater Unified School District are committed to a policy of nondiscrimination in relation to race, color, religion/religious beliefs, gender, age, national origin, sexual orientation, creed, citizenship status, marital status, political beliefs/affiliation, disability, home language, family, social or cultural background. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the District does business.

## **Amphitheater Public Schools Vision, Mission & Beliefs**

### ***Vision***

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs!

### ***We Value***

achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility and service to the community.

### ***Mission***

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

### ***We Believe***

- All students can learn and achieve
  - Everyone has unique strengths, talents, and needs
  - All students and staff should be responsible for and dedicated to educational excellence
  - Education requires cooperation, honesty, and respect among the student, parents, staff, school, and community
  - The school community deserves a safe and caring environment
  - Our actions reflect our values and dedication to meet student needs fairly and equitably
- Ample resources are essential to accomplish the Mission

## Table of Contents

Mission Statement.....	3
Forward.....	5
Performance Criteria/Rating Form.....	8
Definition of Terms.....	19
Evaluator Qualifications.....	20
Process Steps: Continuing Librarians (full/part-time).....	21
Process Steps: Probationary Librarians (full/part-time).....	23
ALPES Process Steps and Deadline Dates.....	25
Evaluation Requirements.....	26
Evaluation of Competence.....	27
Staff Development Plans.....	27
Appeal Provision.....	28
Appendix A: Evaluation System Forms.....	29
Pre-observation Information.....	31
Informal Observation Forms.....	34
Staff Development Forms.....	37
Optional Professional Growth Plan.....	38
Improvement Plan.....	39
Appendix B: Sample Lesson Plan Formats.....	42
Revision Committee Members.....	47

## **FOREWORD**

The Governing Board of Amphitheater Public School District is responsible for establishing objective assessment and evaluation guidelines for the improvement of instruction in cooperation with the advice of its certificated staff. Elements to be included in the Librarian Performance Evaluation System are the following:

1. A reliable instrument, including specific criteria for measuring effective librarian performance.
2. An assessment of the competencies of librarians as related to the domains and indicators.
3. A conference prior to the observation to discuss library operations and goals.
4. Actual observation of the librarian teaching a class of students.
5. Specific and reasonable plans for the improvement of librarian performance.
6. Appeal procedures for librarians disagreeing with the evaluation if the evaluation is used as criteria in determining compensation.

Any evaluation should lead to valid conclusions, which may be used for the improvement of instruction. Upon identification of specific recommendations for improvement, strategies for achieving improvement will be cooperatively developed by the librarian and the evaluator. A written copy of the assessment and recommendations will be made available to the librarian.

Arizona law requires that public school districts have evaluation systems for "certificated teachers" which meet certain criteria and include certain components. In that context, the law defines "certificated teachers" to include anyone who is issued a certificate for their public school position by the Arizona Department of Education, except psychologists and administrators who teach students less than 50% of the time. Thus librarians must be evaluated in accordance with this law because of their certification by the Arizona Department of Education. Complete statutory guidelines for librarian evaluation systems may be found in ARS 15-537, et seq. District policy GCO delineates Amphitheater District's philosophy and policies related to certificated librarian probation and evaluation.

The Associate to the Superintendent or a designee is responsible for monitoring implementation of this system. In addition, the Associate to the Superintendent submits an annual report to the State Department of Education providing information required under ARS 15-537 relative to the District's Librarian Performance Evaluation System.

The librarian performance evaluation has been developed through a collaborative process involving district librarians and administrators. The design team consisting of librarians and evaluators, representing various grade levels, and central office administrators will review and revise the evaluation system based upon input from evaluators and librarians.

Librarians play a critical role in the attainment of the District's mission. It is the responsibility of the Governing Board of Amphitheater District to ensure that each member of the instructional staff works toward realization of the District's mission.

The evaluation of librarians within any educational system is both necessary and challenging. Arizona statutes require that certificated librarians be evaluated. However, beyond fulfilling the statutory requirement, an evaluation system should benefit the individual educator as well as the organization as a whole. This system has been designed to provide educators with objective feedback regarding their teaching performance and to serve as a vehicle through which professional growth and development are encouraged.

This evaluation system is a complete revision of the evaluation system put in place in 2006. This new instrument is in alignment with the American Association of School Librarians (AASL) standards and includes a specific rubric for each indicator to assist in rater reliability.

Throughout the development of the Amphitheater Librarian Performance Evaluation System (ALPES), several concepts were present:

1. The ALPES requires adherence to the Arizona College and Career Ready Standards and the American Association of School Librarians (AASL) standards.
2. The evaluation system targets those areas determined by practitioners and researchers as most critical to both learning and success of students within the learning environment.
3. Amphitheater's evaluation system is flexible. Just as we acknowledge that students have different learning styles, we believe we must acknowledge that librarians have different styles. No single way of learning or teaching should be prescribed for all Librarians.
4. The evaluation process reinforces sound instructional behaviors, identifies areas in which improvement can be made, and stimulates professional growth through librarian self-reflection as well as collaborative discussion between the Librarian and the evaluator.
5. The evaluation system is able to identify instructional behaviors that do not meet district standards.

For purposes of evaluation, four general domains are identified as important to the teaching and learning environment as a librarian: Planning and Preparation, The Library Environment, Instruction, Library Technical Skills, and Professional and Administrative Responsibilities.

These four areas form a framework for librarian evaluation. The rationale for inclusion of each of these areas in Amphitheater's Librarian Performance Evaluation System is provided below:

## **DOMAIN 1: Planning and Preparation**

The school librarian plays an important role in planning for instruction. In order to support instruction, the school librarian must have the necessary knowledge of available resources, knowledge of curriculum and knowledge of students and their varying needs. The school librarian is involved in ensuring that units of instruction help students develop and practice information literacy skills, the research process and media and digital literacy and technology skills.

## **DOMAIN 2: The Library Environment**

The librarian must manage components of library procedures, organizing the library environment, managing student behavior, and developing and maintaining relationships with students which enhance the learning environment.

## **DOMAIN 3: Instruction**

The librarian is involved in instruction of students in such areas as the research process, information media and digital literacy and technology skills. These skills are taught when working with whole classes, small groups, or individuals.

## **DOMAIN 4: Professional and Administrative Responsibilities**

This domain addresses reflection, communication, contributing to the school and school district, growing professionally and handling the responsibilities of the budget, staff supervision, record keeping and developing and maintaining the library collection.

**STUDENT PROGRESS DATA:** As required by law, student progress data will be included as on the ALPES in the form of the school wide "Overall Weighted Average" for student achievement data and the "Overall Weighted Average" for other indicators of student progress.

Within these five areas, 25 indicators are specified and each has a rubric by which to measure librarian performance. Each of these areas is believed to be important for all librarians.

Each domain is described in the Performance Criteria Conceptual Framework Chart on page 8. Each domain is followed by indicators, which are typical of behaviors that demonstrate proficiency in that area. A rubric is provided for further clarification in a document that follows. The rubrics included in this document should not be considered to be all inclusive; with the exception of those examples pertaining to legal or policy requirements, should they be considered mandatory. They have been included to provide guidance to both the evaluator and the librarian.

The specific means of demonstrating proficiency is structured to be flexible. All librarians will be evaluated on each of the four domains and the subsequent indicators for each domain. The relationship of the indicators to these four major domain areas is indicated in the chart below.

## PERFORMANCE CRITERIA CONCEPTUAL FRAMEWORK CHART

### The Relationship of Indicators to Domain Areas

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
PLANNING AND PREPARATION	THE LIBRARY ENVIRONMENT	INSTRUCTION	PROFESSIONAL AND ADMINISTRATIVE RESPONSIBILITIES
1a. Demonstrating knowledge of content of the school curriculum and process	2a. Creating and environment of respect and rapport	3a. Communicating clearly and accurately	4a. Reflecting on practice
1b. Demonstrating knowledge of students	2b. Establishing a culture for learning	3b. Using questioning and research techniques	4b. Maintaining accurate records
1c. Supporting instructional goals	2c. Managing library procedures	3c. Engaging students in learning using print, non-print, and digital resources	4c. Communicating with school staff and community
1d. Demonstrating knowledge and use of print and non-print/digital resources	2d. Managing student behavior	3d. Assessment in instruction (whole class, one-on-one, and small group)	4d. Participating in a professional community
1e. Demonstrating knowledge of literature and life-long learning	2e. Organizing physical space	3e. Demonstrating flexibility and responsiveness	4e. Growing and developing professionally
1f. Collaborating in the design of instructional experiences			4f. Library collection development and maintenance
			4g. Managing the library budget
			4h. Managing personnel
			4i. Professional ethics
			4j. Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time
			4k. Other measures of school effectiveness

### Student Progress Data Component

All district librarians are issued certificates through the Arizona Department of Education and as a result must comply with all laws regarding evaluation of certificated school personnel. For the purposes of the ALPES, the "School Wide OWA" as a portion of the overall evaluation will fulfill this requirement. All librarians will be considered in "Group B" for the purposes of evaluation. Evaluations will be weighted as follows:

Components	Weight
<b>Domains and Performance Indicators</b>	<b>67%</b>
<b>Student Data - School</b>	<b>20%</b>
<b>Other Indicators of Student Progress</b>	<b>13%</b>





## Amphitheater Librarian Performance Evaluation System (ALPES)

### DOMAIN 1: Planning and Preparation

#### 1a. Demonstrating knowledge of content of the school curriculum and process

*Elements: Knowledge of school curriculum \* Knowledge of information, media and digital literacy \* Knowledge of the research process*

Place x	Performance Level	Indicators	Rating
	4	School librarian displays extensive knowledge of the school curriculum, resources, various literacy's, and the research process, and is able to develop meaningful connections.	
	3	School librarian displays knowledge of the school curriculum, resources, various literacy's, and the research process, and is able to develop connections.	
	2	School librarian is familiar with the school curriculum but cannot articulate connections with literacy's and the research process.	
	1	School librarian is not familiar with the school curriculum and does not understand the connections to the resources, literacy's, and the research process.	

#### 1b. Demonstrating knowledge of students

*Elements: Knowledge of Learning process \* Students' skills and knowledge and language proficiency \* Students' interests and cultural heritage \* Students' special needs*

Place x	Performance Level	Indicators	Rating
	4	School librarian demonstrates thorough knowledge of the students' basic skills, backgrounds and interests, as well as abilities and special needs. School librarian employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.	
	3	School librarian demonstrates adequate knowledge of the students' basic skills, backgrounds and interests, as well as abilities and special needs. School librarian uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	
	2	School librarian demonstrates some knowledge of the students' basic skills, backgrounds and interests, as well as abilities and special needs. School librarian occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.	
	1	School librarian demonstrates adequate knowledge of the students' basic skills, backgrounds and interests, as well as abilities and special needs. School librarian uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.	

### 1c. Supporting instructional goals

*Elements: Instructional resources and technology \* Instructional services*

Place x	Performance Level	Indicators	Rating
	4	School librarian displays full understanding of the instructional goals for all of the disciplines and diverse student population and expertly provides the necessary resources, technology, and instructional services to support these goals.	
	3	School librarian displays understanding of the instructional goals for most of the disciplines and diverse student population and provides many of the necessary resources, technology, and instructional services to support these goals.	
	2	School librarian displays some understanding of the instructional goals for the different disciplines and diverse student population and provides some of the necessary resources, technology, and instructional services to support these goals.	
	1	School librarian does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides few of the necessary resources, technology, and instructional services to support these goals.	

### 1d. Demonstrating knowledge and use of print and non-print/digital resources

*Elements: Instructional materials and resources \* Search Strategies*

Place x	Performance Level	Indicators	Rating
	4	School librarian has an extensive knowledge of the resources within the school's library collection; has knowledge of a variety of electronic and online resources accompanied with advanced skills for accessing information using these resources; and actively seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large and beyond.	
	3	School librarian has commendable knowledge of the resources within the school's library collection; has knowledge of and the skills to access resources available electronically or online; and seeks other resources throughout the district and from agencies, organizations, and institutions within the community at large.	
	2	School librarian is aware of the resources within the school's library collection as well as of resources available electronically or online, and is aware of some places to seek other resources throughout the district and the local community.	
	1	School librarian has little awareness of the resources with the school's library collection or resources available electronically and does not seek resources outside the library.	

### 1e. Demonstrating knowledge of literature and lifelong learning

*Elements: Children's and young adult literature \* Reading promotion*

Place x	Performance Level	Indicators	Rating
	4	School librarian has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	
	3	School librarian has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	
	2	School librarian has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	
	1	School librarian has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	

**1f. Collaborating in the design of instructional experiences**

**Elements:** *Collaborative skills \* Instructional materials and resources \* Research process \* Information, media, digital, and technology resources*

Place x	Performance Level	Indicators	Rating
	4	School librarian collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research and literacy skills.	
	3	School librarian collaborates with some teachers in planning and implementing learning activities that integrate the use of multiple resources and the development of research skills and literacy skills.	
	2	School librarian collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support a particular unit or lesson.	
	1	School librarian does not collaborate with teachers in planning, implementing, and assessing learning activities.	

**DOMAIN 2: The Library Environment****2a. Creating an environment of respect and rapport**

**Elements:** *Interpersonal relations \* Student and staff interactions*

Place x	Performance Level	Indicators	Rating
	4	School librarian demonstrates genuine caring and respect for students and staff and uses praise and positive reinforcement. Students and staff exhibit a high regard for the school librarian.	
	3	School librarian demonstrates genuine caring and respect for students and staff, and most students and staff exhibit a mutual respect for the school librarian.	
	2	School librarian-student and staff interactions are generally polite and respectful but may reflect inconsistencies. Respect toward the school librarian is not always evident.	
	1	Interactions with some students and staff are sometimes negative, demeaning, or sarcastic. Students in general exhibit disrespect for the school librarian. Some student interactions are characterized by conflict, sarcasm, or put-downs.	

**2b. Establishing a culture for learning**

**Elements:** *Environment \* Expectations of learning*

Place x	Performance Level	Indicators	Rating
	4	School librarian maintains an environment that is inviting, flexible and attractive with expectations that students are curious, productively engaged and value the library.	
	3	School librarian maintains an environment that is inviting, flexible and attractive with expectations that students be on task.	
	2	School librarian maintains an environment that is attractive with expectations that students use the library appropriately.	
	1	School librarian maintains a controlled and stifling environment not conducive to learning.	

## 2c. Managing library procedures

**Elements:** *Circulation procedures \* Scheduling procedures*

Place x	Performance Level	Indicators	Rating
	4	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the school librarian.	
	3	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use to provide for adequate access to the resources, equipment, the facility, and the expertise of the school librarian.	
	2	Library guidelines and procedures have been established in the areas of circulation and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the school librarian.	
	1	Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the school librarian.	

## 2d. Managing student behavior

**Elements:** *Expectations \* Monitoring of student behavior \* Response to misbehavior*

	4	School librarian has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.	
	3	School librarian has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	
	2	School librarian has established standards of conduct, monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	
	1	School librarian has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.	

## 2e. Organizing physical space

**Elements:** *Safety \* Traffic flow \* Self-directed use \* Consideration of functions \* Flexibility*

Place x	Performance Level	Indicators	Rating
	4	The library is very effectively organized for safety, ease of traffic flow, and optimal learning. Physical resources, spaces for studying, space for learning activities and space for library operations are well placed in locations that enhance their functions and that do not interfere with other functions. Significant signage is provided to support self directed use. Library design and furnishings allow for flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	
	3	The library is organized for safety, ease of traffic flow, and learning. Physical resources, spaces for studying, space for learning activities and space for library operations are fairly well placed in locations that enhance their functions and that do not interfere with other functions. Some signage is provided to support self directed use. Library design and furnishings allow for some flexibility in response to changing needs, and accessibility for all students, including those with disabilities.	
	2	The library is organized for safety and ease of traffic flow is adequate. Physical resources, spaces for studying, space for learning activities and space for library organizational functions are placed in locations that usually do not interfere with other functions. Signage is inconsistent.	
	1	The library is not organized for safety, has poor traffic flow, and optimal learning is not possible because of poorly organized space for various functions.	

## DOMAIN 3: Instruction

### 3a. Communicating clearly and accurately

*Elements: Directions and procedures \* Use of different methods*

Place x	Performance Level	Indicators	Rating
	4	School librarian clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Technology is used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments.	
	3	School librarian clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and in virtual environments.	
	2	School librarian is usually clearly in communicating directions and procedures - but often needs to repeat and clarify before students or staff members understand the intent. Sometimes directions are overly detailed or too sparse for initial understanding. The use of technology is inconsistent and not always effective.	
	1	School librarian does not communicate clearly and directions and procedures are often confusing or not provided at all.	

### 3b. Using questioning and research techniques

*Elements: Quality of questions \* Research techniques \* Student inquiry*

Place x	Performance Level	Indicators	Rating
	4	School librarian nearly always uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.	
	3	School librarian often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	
	2	School librarian asks questions that guide students and help them think about their research topic.	
	1	School librarian does not use questions effectively and usually tells the student what to do or leaves them on their own.	

### 3c. Engaging students in learning using print, non-print, and digital resources

*Elements: Instructional materials and resources \* Expectations for students*

Place x	Performance Level	Indicators	Rating
	4	School librarian recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences. The resources engage students cognitively and serve to enhance the active construction of understanding. Most students respond to the high expectations of the teacher and the school librarian.	
	3	School librarian usually recommends or guides students to resources that link well with the content learning goals, the students' prior knowledge and life experiences and which engage students cognitively and serve to enhance the active construction of understanding. High expectations for students are usually present and in general, they respond to them.	
	2	School librarian sometimes recommends or guides students to resources that link well with the content learning goals, the students' knowledge backgrounds and experiences and which engage students cognitively and serve to enhance the active construction of understanding. Expectations for students are inconsistently present and there is likewise inconsistent response by the students..	
	1	School librarian is not able to recommend or guide students to appropriate engaging resources. Expectations for students are low.	

**3d. Assessment in instruction (whole class, one-on-one or small group)****Elements: Assessment criteria \* Monitoring of student learning \* Quality feedback \* Student self assessment and monitoring of progress**

Place x	Performance Level	Indicators	Rating
	4	In collaborative units designed for whole class, one-on-one or small group instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. The school librarian actively elicits diagnostic information from individual students regarding their understanding and monitors their progress. The school librarian provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups. Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.	
	3	In collaborative units designed for whole class, one-on-one or small group instruction, students are aware of the criteria and performance standards by which their work will be evaluated. The school librarian monitors groups of students but makes limited use of diagnostics. The school librarian is usually able to provide constructive feedback when working with individuals and small groups. Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.	
	2	In collaborative units designed for whole class, one-on-one or small group instruction, students know some of the criteria and performance standards by which their work will be evaluated. The school librarian monitors a class of students as a whole but elicits no diagnostic information. The school librarian provides some feedback to students when working with them on a one-on-one basis or with small groups. Students occasionally assess the quality of their own work.	
	1	In collaborative units designed for whole class, one-on-one or small group instruction, students are not aware of the criteria and performance standards by which their work will be evaluated. The school librarian does not monitor student learning. The school librarian does not provide feedback to students when working with them on a one-to-one basis or with small groups. Students do not engage in self-assessment or monitoring of progress.	

**3e. Demonstrating flexibility and responsiveness****Elements: Teaching strategies \* Lesson adjustments \* Response to students \* Persistence**

Place x	Performance Level	Indicators	Rating
	4	The school librarian uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school librarian makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.	
	3	The school librarian uses some diverse strategies in seeking ways to ensure successful learning for all students. The school librarian usually makes adjustments to instructional plans and provides interventions as needed and sometimes responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.	
	2	The school librarian attempts to accommodate students' learning styles, needs, abilities, interests and questions but the use of diverse strategies is limited. Responding to spontaneous events is rare.	
	1	The school librarian adheres to the instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions. The school librarian makes minimal adjustments to the instructional plan.	

## DOMAIN 4: Professional and Administrative Responsibility

### 4a. Reflecting on practice

**Elements:** *Reflection \* Vision \* Change*

Place x	Performance Level	Indicators	Rating
	4	The school librarian is constantly reflecting on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian regularly considers changes necessary to ensure that future needs are met for an expanding dynamic program.	
	3	The school librarian often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. The school librarian sometimes considers changes necessary to ensure that future needs are met for a growing dynamic program.	
	2	The school librarian sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	
	1	The school librarian rarely reflects on the effectiveness of services, resources, instructional strategies.	

### 4b. Maintaining accurate records

**Elements:** *Catalog \* Circulation \* Statistics \* Inventory \* Using Data*

Place x	Performance Level	Indicators	Rating
	4	The school librarian maintains accurate, current, and easily accessible records including: a current catalog or resources; circulation records; an inventory of equipment and; statistics of library use. These records are assembled, effectively interpreted, and reported in a timely manner throughout the year when requested and at the end of the year.	
	3	The school librarian maintains accurate, fairly current, and accessible records including: a current catalog or resources; circulation records; an inventory of equipment and; statistics of library use. These records are reported at the end of the year.	
	2	The school librarian maintains records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	
	1	The school librarian does not maintain accurate or current records.	

### 4c. Communicating with school staff and community

**Elements:** *Information about the library program \* Advocacy*

Place x	Performance Level	Indicators	Rating
	4	The school librarian effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on AASL's <i>Standards for the 21st Century Learner</i> , and communicates the development of the library program, new resources and services. The school librarian actively solicits feedback and input from the schools staff and community to improve instruction, program and services.	
	3	The school librarian communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	
	2	The school librarian communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.	
	1	The school librarian does not communicate with the school community about the library program and services.	

#### 4d. Participating in a professional community

*Elements: Contributions to the school \* Participation in school and district projects \* Involvement in a culture of professional inquiry \* Relationship with colleagues*

Place x	Performance Level	Indicators	Rating
	4	School librarian makes substantial contributions to the school and to the district by voluntarily participating in school events, serving on school and district committees, and assuming a leadership role. Support and cooperation characterize relationships with colleagues.	
	3	School librarian contributes to the school and to the district by voluntarily participating in school events and serving on school and district committees. Support and cooperation characterize relationships with colleagues.	
	2	School librarian participates in school and district events and projects when specifically requested. School librarian usually maintains a positive collaborative relationship with colleagues.	
	1	School librarians' relationships with colleagues are frequently negative or self-serving and the school librarian avoids or refuses to be involved in school and district events and projects.	

#### 4e. Growing and developing professionally

*Elements: Enhancement of professional knowledge \* Receptivity to feedback from colleagues \* Contribution to the profession*

Place x	Performance Level	Indicators	Rating
	4	School librarian seeks out opportunities for professional development through professional reading, memberships, conferences, and action research. School librarian seeks out feedback from both supervisors and colleagues. School librarian initiates important activities such as teaching workshops, writing articles, and making presentations to contribute to the profession on a district, state, and national level.	
	3	School librarian seeks out opportunities for professional development to enhance professional practice. School librarian welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. School librarian participates actively in assisting other educators.	
	2	School librarian participates in professional activities when convenient. School librarian accepts, with some reluctance, feedback on performance from both supervisors and professional colleagues. School librarian contributes to the profession to a limited extent.	
	1	School librarian makes no attempt to go beyond what is required for maintaining certification. School librarian resists feedback on performance from either supervisors or more experienced colleagues. School librarian makes no effort to share knowledge with others or to assume professional responsibilities.	

#### 4f. Collection development and maintenance

*Elements: Assessment \* Selection \* Weeding*

Place x	Performance Level	Indicators	Rating
	4	Soliciting input from members of the staff, the students and the school community the school librarian constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum. School librarian advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.	
	3	School librarian regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	



	2	School librarian inconsistently assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	
	1	School librarian makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	

#### 4g. Managing the library budget

*Elements: Data driven decisions \* Budget development \* Record keeping*

Place x	Performance Level	Indicators	Rating
	4	Using data effectively, the school librarian develops budget proposals necessary for a progressive and comprehensive library program. School librarian follows department and/or district guidelines for managing the budget and maintains accurate records.	
	3	School librarian develops budget proposals necessary for a comprehensive library program. School librarian follows department and/or district guidelines for managing the budget and maintains accurate records.	
	2	School librarian develops budget proposals necessary to maintain the library program. School librarian follows department and/or district policies for managing the budget and maintains records.	
	1	School librarian develops a budget proposal that inadequately reflects the needs of the library program. School librarian is unfamiliar with departmental and/or district guidelines for managing the budget and often under or overspends.	

#### 4h. Managing personnel

*Elements: Motivating leadership \* Delegating responsibility \* Training \* Supervision and evaluation as assigned*

Place x	Performance Level	Indicators	Rating
	4	School librarian establishes expectations that motivate and guide support staff to perform with initiative and independence. School librarian effectively delegates responsibility and provides training and the necessary supervision and support. School librarian uses district evaluation tools and objectively evaluates support staff as assigned.	
	3	School librarian effectively delegates responsibility and provides training and the necessary supervision and support. Using district evaluation tools, school librarian objectively evaluates support staff as assigned.	
	2	School librarian provides training and supervision and uses district tools to evaluate support staff as assigned.	
	1	School librarian provides minimal training and supervision and inconsistently uses district tools to evaluate support staff as assigned.	

#### 4i. Professional ethics

*Elements: Library Bill of Rights \* Copyright law \* Ethical use of information \* Intellectual freedom \* Privacy \* Confidentiality*

Place x	Performance Level	Indicators	Rating
	4	Through teaching and practice the school librarian demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	
	3	School librarian is knowledgeable of the ethics of librarianship and follows copyright law and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	
	2	School librarian is knowledgeable of the ethics of librarianship but is inconsistent in following copyright law and adhering to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	
	1	School librarian does not adhere to the professional ethics of librarianship.	

**4j. Continuously enrolled students at the school demonstrate academic progress measured by valid and reliable quantitative assessment data over time**

School-level Student Progress Data

**4k. Other measures of school effectiveness**

Librarian Signature: \_\_\_\_\_

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

Evaluator Signature: \_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

Librarian Comments (optional): \_\_\_\_\_

\_\_\_\_\_

**Administrator Comments: See Attached Narrative**

**PROFESSIONAL DEVELOPMENT PLAN INFORMATION**

☐ Results of evaluation require Needs Improvement Plan \*

☐ Professional Growth Plan attached

Librarian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

**EMPLOYMENT RECOMMENDATION**

*(To be initialed by PRINCIPAL at final evaluation of the year)*

☐ I RECOMMEND that this employee be offered a contract for the ensuing year.

☐ I RECOMMEND this employee for continuing status. (Use for third year probationary librarian only.)

☐ NOT APPLICABLE (specify reason): \_\_\_\_\_

☐ I DO NOT RECOMMEND that this employee be offered a contract for the ensuing year.

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

**Note: An Improvement Plan MUST BE DEVELOPED if ratings of "1" are given.**

Copies to: Human Resources – School - Employee

## **DEFINITION OF TERMS**

### **Evaluation**

Determination of job related strengths and weaknesses based on established criteria.

### **Informal Observation**

Unscheduled visitation or observations occur throughout the year for the purpose of reviewing professional behaviors and teaching competencies within the instructional setting. Informal observations may include taking information from responsible third parties and from the personnel file of the person being evaluated. Librarians will be made aware of the third-party information included in their evaluation.

### **Formal Classroom Observation**

Pre-scheduled observations are for the purpose of gathering evaluation data for ALPES ratings.

### **Professional Growth Plan**

Staff development plan devised for the purpose of refining existing skills and/or the establishment of goals for professional growth and development.

### **Deficiencies**

Performance indicators of Unsatisfactory (1).

### **Needs Improvement Plan**

Staff development plan designed to improve instructional areas rated Basic (2).

### **Inadequacy of Classroom Performance (Unsatisfactory)**

Failure to overcome the deficiency(ies) identified in the improvement plan.

## **EVALUATOR QUALIFICATIONS AND TRAINING**

Under Arizona law, the local governing board shall designate persons who are qualified to evaluate librarians to serve as evaluators for the Amphitheater Librarian Performance Evaluation System. The superintendent will submit a list identifying personnel designated as librarian evaluators to the governing board for approval.

### **Qualifications**

The following criteria have been established for board-designated evaluators. In order to be considered qualified, an evaluator will:

1. Demonstrate, orally or in writing, knowledge of district and state policies, laws and rules relating to evaluation;
2. Demonstrate, orally or in writing, planning and implementation strategies relating to evaluation system timelines, content and expectations;
3. Demonstrate, orally or in writing, data recording and analysis skills through simulations and/or on-site practice/feedback sessions; and
4. Demonstrate, orally and in writing, conferencing and staff development planning skills through simulations and/or on-site practice/feedback sessions.

### **Training**

Evaluators may receive training in a variety of ways. Evaluators may participate in district administrative in-service sessions, or alternatives such as university courses or district-approved evaluator training workshops and conferences.

All such training should include information related to the legal aspects of librarian evaluation and the development of skills for data collection and analysis, and conferencing and staff development planning. Regardless of the specific training received, evaluators are responsible for meeting the criteria specified above.

### **Evaluation Process Steps for Continuing Librarians (Full/Part Time)**

1. All evaluators are provided with a copy of the Amphitheater Librarian Performance Evaluation System (ALPES) prior to classroom observations.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the librarian to orient him/her to the evaluation instrument and to discuss the goals for the library for the school year. This meeting occurs prior to any observation. Any librarian that is hired after the school year begins must also be given a review of evaluation procedures prior to their evaluation. All librarians must have a copy of the evaluation instrument.
3. Student academic progress data is provided to the librarian, teachers and evaluators at the beginning of the academic year reflecting up to and including three full years by teacher and by school. Each librarian is informed of their Group B status for the purposes of evaluation.
4. The librarian performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated librarian demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. In addition, the evaluator must collect data for the domains and indicators that are not associated with instruction for the purposes of completion of the evaluation process.
5. One (1) informal observation shall occur prior to January 30<sup>th</sup>. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation.
6. The informal observation(s) is/are to be documented through use of an Informal Observation form. A copy of the form must be provided to the librarian within five (5) workdays of each informal classroom observation.
  - a. No conference is required for informal visits.
  - b. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
  - c. Preliminary notice of inadequacy may follow an informal observation.
  - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).
7. One (1) formal observation shall occur prior to April 10 using the following procedures:
  - a. The librarian and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the librarian five working days advance notice of the observation.
  - b. The librarian will submit a written lesson plan in advance of the observation.
  - c. The evaluator will observe the librarian actively teaching a full lesson. The minimum observation time is 30 minutes, or a complete lesson.
  - d. The last observation may follow the issuance of a preliminary notice of inadequacy of classroom performance, the completion of any performance improvement plan, and can be used to determine whether the teacher has corrected inadequacies and has demonstrated adequate classroom performance.
  - e. A formal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more (e.g., Fall Break, Winter Break, Spring Break).

8. Within five working days of the formal observation, a conference will be held between the librarian and the evaluator. The evaluator will present the ALPES rating form and narrative and will provide positive feedback and identify performance concerns to the librarian. The librarian and evaluator sign the completed ALPES form. Copies are distributed as follows: One copy to teacher, One copy to school file, One copy to Director of Human Resources.
9. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Librarians may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
10. Evaluations of librarian performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
11. Professional development plans may be developed as appropriate.
12. Recommendations for improvement shall be provided to the librarian by the evaluator whenever deficiencies in classroom performance are noted.
13. An Improvement Plan **must** be completed by the evaluator and the librarian when:
  - a. A librarian receives a rating of "1" on any Indicator, or
  - b. A librarian receives a rating of "1" on a Domain or the majority of a Domain's indicators
14. An Improvement Plan **may** be completed by the librarian and the evaluator at the evaluator's discretion when a librarian receives a rating of "2" on any indicator or domain.
15. The evaluation of a continuing librarian shall be completed no later than April 10.
16. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the librarian and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
17. Evaluations of librarian performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
  - One copy to librarian
  - One copy for school file
  - One copy to the Associate Superintendent

## **PROCESS STEPS-Probationary/Short Term Librarians (Full/Part-time)**

1. All librarians and evaluators are provided with a copy of the Amphitheater Librarian Performance Evaluation System (ALPES) at the beginning of the school year.
2. The evaluation procedures shall be reviewed at each school. At the beginning of the school year, the principal shall meet with the librarian to orient him/her to the evaluation instrument and to discuss the goals for the library for the school year. This meeting occurs prior to any observation. Any librarian that is hired after the school year begins must also be given a review of evaluation procedures prior to their evaluation. All librarians must have a copy of the evaluation instrument.
3. All librarians are provided with a copy of the student progress data for the school and the classroom (as available) at the beginning of the school year. Each librarian is informed of their Group B status for the purposes of evaluation.
4. The librarian performance evaluation cycle shall include at least two (2) actual classroom observations of the certificated librarian demonstrating teaching skills in a complete and uninterrupted lesson by the qualified evaluator. A probationary librarian shall be evaluated (a full cycle) at least once per semester.
5. There shall be at least sixty (60) calendar days between the first informal observation and the last (formal) observation of each cycle. The Fall semester informal classroom observation(s) for each probationary and short-term librarian should occur no later than September 15th. The Spring semester informal classroom observation for each probationary and short-term librarian should occur by January 15th.
  - a. Each informal observation shall be documented through the use of an Informal Observation form. A copy of the form must be provided to the librarian within five (5) workdays of each informal classroom observation.
  - b. No conference is required for informal visits. A conference may be called at the discretion of either party within three (3) workdays of receipt of the Informal Observation form.
  - c. Preliminary notice of inadequacy may follow an informal observation.
  - d. An informal observation shall not be conducted within two (2) instructional days of any scheduled period in which school is not in session for one (1) week or more.
6. The Fall semester final (formal) classroom observation for each probationary and short-term librarian should occur by November 15. The Spring semester formal classroom observation for each probationary and short-term librarian should occur by March 30.
7. The procedure for formal observations is as follows:
  - a. The librarian and the evaluator agree upon a date and time for the observation. If agreement on the date and time cannot be reached after reasonable attempts, the administrator may set the date and time and shall provide the teacher five working days advance notice of the observation. The Fall conference should be held by November 20; the Spring conference should be held by April 15.
  - b. The librarian will submit a written lesson plan in advance of the observation.
  - c. The evaluator will observe the librarian actively teaching a lesson. The minimum observation time is 30 minutes, or a complete and uninterrupted lesson.
  - d. Within five working days of the formal observation, a conference will be held between the librarian and the evaluator. The evaluator will present the ATPES rating form and narrative and will provide positive feedback and identify performance concerns to the librarian. The librarian and evaluator sign

the completed ATPES form. Copies are distributed as follows: one copy to librarian, one copy to school file, one copy to Director of Human Resources.

8. Evaluators may conduct additional observations or evaluation cycles beyond the required minimum. Librarians may also request additional observations or evaluation cycles. Observations that do not constitute a complete and uninterrupted lesson shall not be considered in determining performance ratings and may only be used to provide feedback to improve instructional performance.
9. Evaluations of librarian performance and related documentation are to remain confidential, except where disclosure is authorized or required by law.
10. Professional development plans may be developed as appropriate.
11. Recommendations for improvement shall be provided to the librarian in writing by the evaluator whenever deficiencies in classroom performance are noted.
12. An Improvement Plan **must** be completed by the evaluator and the librarian when a librarian receives a rating of "1" on any Indicator.
13. An Improvement Plan **may** be completed by the librarian and the evaluator at the evaluator's discretion when a librarian receives a rating of "2" on any Indicator or Domain.
14. Recommendations for improvement or an Improvement Plan may be required based upon the results of an evaluation. Improvement Plans will be developed through collaboration between the evaluator and the librarian and will be submitted to Human Resources in a timely fashion.
15. The Superintendent may determine to provide Preliminary Notice of Inadequacy of Classroom Performance to the librarian and shall notify the Governing Board if doing so. Procedures set forth by law shall be followed.
16. Evaluations of librarian performance and related documentation are to remain confidential. Copies shall be distributed within five (5) workdays of the evaluation conference as follows:
  - One copy to librarian
  - One copy for school file
  - One copy to the Associate Superintendent



### PROCESS STEPS AND DEADLINE DATES

<b>Deadline Dates</b>	<b>Continuing Librarians</b>	<b>All Probationary and/or Short Term Librarians (full time/part time)</b>
Beginning of Academic Year	Administrator Presents and Explains the Librarian Evaluation Instrument and Student Academic Progress Data is presented to the librarian and they are informed of their Group B status. Librarian presents the goals for the year for the library.	Administrator Presents and Explains the Librarian Evaluation Instrument and Student Academic Progress Data for the previous three years is presented to the librarian and they are informed of their Group B status. Librarian presents the goals for the library for the year.
September 15		Informal Observation
November 15 November 20 December 5		Formal Observation Conference Recommended Deadline for non-renewal Notices to Superintendent
January 15 March 30	Informal Observation	Informal Observation Formal Observation
April 10 April 15 April 15	Formal Observation Conference ALPES forms due for all librarians	Formal Observation Conference ALPES forms due for all teachers

Dates shown are preferred deadlines. Actual events and actions may occur prior to dates shown. In addition, any action or event occurring within timelines or deadlines established by State Law shall be satisfactory even if different from dates shown above.

## EVALUATION REQUIREMENTS

The number of evaluations differs based upon the contract status of the Librarian. In addition to the prescribed number of formal and informal observations listed below, there may be other informal observations conducted throughout the year.

<u>Probationary (Career and Short Term)</u>	<u>Status</u>	<u>Formal</u>	<u>Informal</u>
Full time/part time	Year One	2	2
	Year Two	2	2
	Year Three	2	2
<u>Continuing (Career)</u>			
Full time/part time		1	1

Prior to the start of the evaluation process, Librarians may request additional observations up to the number of observations received by a first year probationary Librarian.

## WRITTEN LESSON PLAN REQUIREMENT

A detailed, written lesson plan for the purpose of demonstrating planning skills is required of all probationary librarians/short term librarians and may be submitted by continuing librarians or as requested by the evaluator.

## EVALUATION CONFERENCE GUIDELINES

The following guidelines will help direct evaluation conferences:

1. Bi-lateral communication is essential. The perspectives of both the evaluator and the librarian will be discussed during the evaluation conference.
2. Librarian self-reflection will be encouraged.
3. Teaching and library operations which have occurred throughout the year will be discussed. Performance evaluation should be based on both formal and informal observations.
4. The evaluation conference provides an opportunity for the evaluator to gather information that cannot be obtained or observed in the formal observation process. Librarians will be invited to share this information.
5. The evaluator has both a professional and legal responsibility for determining the final assessment of librarian performance.
6. The perspectives of the evaluator and the librarian should be reviewed at the completion of the evaluation conference.

## **EVALUATION OF COMPETENCE**

The evaluation system contains both ratings of the competence as well as narrative comments about the level of performance demonstrated by librarians.

### **RATING SCALE**

Each of the 27 indicators will be rated according to the following scale guided by a rubric for each indicator:

**4** Distinguished

**3** Proficient

**2** Basic

**1** Unsatisfactory (Deficiencies Noted, Improvement Plan Required)

### **RATING FACTORS**

Ratings will be based upon both formal and informal observations. Informal observations may occur throughout the year. Informal observations may occur during any direct observation or by the evaluator of a librarian's performance through routine contacts in the school professional setting.

Additionally, informal observations may include taking information from responsible third parties and from the personnel file of the person being evaluated. Librarians will be made aware of third-party information, which has been used in the determination of evaluation ratings or comments.

## **STAFF DEVELOPMENT PLANS**

### **Professional Growth Plan**

When no competency area is rated either a rating of "1" or "2", a Professional Growth Plan may be developed, at the librarian's or administrator's option. The purpose of this plan will be to refine existing skills and/or undertake goals for professional growth and development.

The librarian and the evaluator will mutually agree on the specifics of the plan. This plan should indicate the specific goals, activities to be undertaken, and the role the evaluator will assume in providing assistance to the librarian. This plan can be developed at the evaluation conference or at a later date.

### **Needs Improvement Plan**

A Needs Improvement Plan must be developed when any competency is rated Unsatisfactory (1) on the ALPES rating form. Indication of this rating must be accompanied by anecdotal data to support that judgment. If more than one area is rated Unsatisfactory, priority will determine the specifics of the plan.

The plan, arrived at through discussion between Librarian and evaluator, must specify (a) the specific area(s) needing improvement, (b) action(s) and timelines for improvement, (c) expected outcomes, and (d) administrative assistance which will be provided.

Areas identified for improvement will be re-evaluated as outlined in the Needs Improvement Plan.

**APPEAL PROVISION**

Librarian evaluations are not subject to appeal, however if a librarian feels the results of an evaluation are unjustified, or that procedural violations or circumstances beyond the control of the Librarian have occurred, a second observation by a different, Board-approved evaluator may be requested.

A request for a second observer must be submitted to the Director of Human Resources or his/her designee within five (5) workdays after receipt of the copy of the evaluation of performance, with a copy to the evaluator. At the request of the librarian, an evaluator may be appointed by the Director of Human Resources, or the librarian and the administrator involved may each appoint an evaluator.

If appropriate, the second evaluator will observe the librarian actively teaching a lesson. If the rating being appealed is in an area which cannot be observed in the classroom, the second evaluator will gather and evaluate available data and determine the rating based upon that information.

The opinion of the second evaluator will be included as additional information in the librarian's personnel file. It will not replace or supersede the contested assessment or evaluation.

**APPENDIX A**

**EVALUATION SYSTEM FORMS**

## **PRE-CONFERENCE INFORMATION**

### **CERTIFIED SCHOOL LIBRARIANS**

The pre-conference should be held within the first six weeks of school to inform the school administrator of the work the school librarian is doing/ intends to do for the current school year.

Librarian Name: \_\_\_\_\_ School: \_\_\_\_\_ -  
Date of Conference: \_\_\_\_\_

The librarian will reflect on practices as it relates to each domain.

#### **Domain 1: Planning and Preparation**

#### **Domain 2: The Library Environment**

#### **Domain 3: Instruction**

#### **Domain 4: Professional and Administrative Responsibilities**

## PRE-OBSERVATION INFORMATION

Librarian \_\_\_\_\_ Date of Conference \_\_\_\_\_

Date and Time for Observation \_\_\_\_\_

Plan an instructional lesson of 30-45 minutes. Try to complete the whole lesson, from start to finish, within the observation period. Outline the procedures on the back of this page.

1. The lesson presented will be:
  
  
2. The objective(s) of the lesson is:
  
  
3. Links to Amphitheater Curriculum and the Arizona State Standards:
  
  
4. The lesson is being taught because: (Include pre-assessment information here. Also, explain how this lesson fits into the long-range plan.)
  
  
5. The assessments of student learning include:
  
  
6. Special characteristics of the class and how adjustments made for special needs students include:
  
  
7. In our conference, I would especially like feedback about:

This form must be completed and returned to the observer the day before the scheduled observation. When being observed, please have the following prepared:

1. A designated place for the observer to sit.
2. Lesson plans out where the observer can review them.
3. Copies of materials students will be using.
4. Copies of any follow-up/homework materials that will be used to reinforce the concept taught.

## OBSERVATION FORM

### CERTIFIED SCHOOL LIBRARIANS

**This form is used by the librarian to give administration information regarding progress toward meeting the standards of school librarians reviewed during the formal evaluation.**

Librarian Name: \_\_\_\_\_ School: \_\_\_\_\_ -

Date and Time of Observation: \_\_\_\_\_

1. Description of the lesson that will be observed:
  
2. The librarian will reflect on practices as it relates to each domain.

Domain 1: Planning and Preparation

Domain 2: The Library Environment

Domain 3: Instruction

Domain 4: Professional and Administrative Responsibilities



**LIBRARIAN PERFORMANCE EVALUATION SYSTEM  
FORMAL/INFORMAL NARRATIVE COMMENTS  
Required for formal observations**

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

This evaluation is based on the following number of observations, formal and informal: 1    2    3+

***Note: Staff Development Plan MUST BE DEVELOPED if ratings of "1" are given.***

Copies to: Human Resources - School – Employee

**AMPHITHEATER LIBRARIAN PERFORMANCE EVALUATION SYSTEM**  
**Informal Classroom Observation Record**

Librarian: \_\_\_\_\_ School: \_\_\_\_\_  
Grade/Subject Observed: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**AMPHITHEATER LIBRARIAN PERFORMANCE EVALUATION SYSTEM**  
**Informal Classroom Observation Record**

Librarian: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject Observed: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Domain 1: Planning and Preparation

Domain 2: The Library Environment

Domain 3: Instruction

Domain 4: Professional and Administrative Responsibilities

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**AMPHITHEATER LIBRARIAN PERFORMANCE EVALUATION SYSTEM**  
**Informal Classroom Observation Record**

Librarian: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject Observed: \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Description of the observation:

Librarian behaviors that positively impacted student learning and library processes included:

- 
- 
- 
- 
- 
- 
- 

Area(s) of focus that may further maximize student learning or operations of the library:

- 
- 
- 
- 

Area(s) of concern

- 
- 
- 
- 

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Staff Development Forms**

AMPHITHEATER LIBRARIAN PERFORMANCE EVALUATION SYSTEM  
**OPTIONAL PROFESSIONAL GROWTH PLAN**

AREA(S) TO BE ADDRESSED:

EXPECTED OUTCOMES:

SPECIFIC ACTIONS AND TIMELINES:

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

Librarian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copies to: Human Resources – School - Employee

**AMPHITHEATER LIBRARIAN PERFORMANCE EVALUATION SYSTEM  
IMPROVEMENT PLAN**

Librarian: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

SPECIFIC AREA(S) NEEDING IMPROVEMENT:

EXPECTED OUTCOMES: (Describe the expected improvements in performance)

ADMINISTRATIVE ASSISTANCE TO BE PROVIDED:

SPECIFIC ACTIONS AND TIMELINES:

Progress Checks: (Progress to be assessed at each of these dates. Evaluator and librarian will both initial at each checkpoint)

Dates:

\_\_\_\_\_

B	A	CP	RP
( )	( )	( )	( )

\_\_\_\_\_

B	A	CP	RP
( )	( )	( )	( )

\_\_\_\_\_

B	A	CP	RP
( )	( )	( )	( )

\_\_\_\_\_

B	A	CP	RP
( )	( )	( )	( )

Checkpoint ratings:

B	Performance exceeds expected standard. Plan is terminated.
A	Performance meets expected standard. Plan may be terminated.
CP	Plan should be continued.
RP	Progress not being made as specified in Plan. Remediation plan must be developed.

Librarian's Signature:\_\_\_\_\_Date:\_\_\_\_\_

Evaluator's Signature:\_\_\_\_\_Date:\_\_\_\_\_



---

## FINAL ASSESSMENT

\_\_\_\_\_Performance meets expectations - Expected outcomes demonstrated

\_\_\_\_\_Expected outcomes not demonstrated - Remediation Plan must be developed

Librarian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Provide copies when plan is developed. Distribute copies after timelines are completed.

Copies to: Human Resources - School - Employee

## **Appendix B**

### **Sample Lesson Plan Formats**

## PLANNER

---

Date of library use\_\_\_\_\_ Date of library computer lab use\_\_\_\_\_  
Department\_\_\_\_\_ Course\_\_\_\_\_  
Teacher\_\_\_\_\_ Periods\_\_\_\_\_  
Number of students\_\_\_\_\_ Project due date\_\_\_\_\_

Unit Overview/Content Objectives:

Students' End Product Description:

Instruction

1. What instruction do you want from the librarian or computer tech?
2. How will you prepare your students before they come to the library?

Librarian Preparation

Pull resources____	Bibliography format handout_____	Library Web_____
Reserve resources_____	Sources to Use handout_____	
Resources check-out date_____	Lab Prep (LCD, Internet sites)_____	
Transparencies_____	Outline/Notes Guide_____	

Teacher Preparation

Do students have topics with correct spelling?  
What types of information will students be seeking?  
What research tools will you want students to use?

**If students are using the Internet as the only research tool, do you have web addresses to use for bookmarks? Do they require a "plug-in" installed? If students are freely researching, what criteria have you discussed with students to determine the validity of a site?**

Arizona State Standards?

Follow-up: Update book title consideration file\_\_\_\_\_  
Additional handouts\_\_\_\_\_

Notes:

Improvements for next year:

## RESEARCH OUTCOMES FORM

NAME:

PLANNING PERIOD:

EXTENSION:

DATE OF LIBRARY VISIT:

The time spent in the library should be productive for you and your students. By providing the following information, we can assist you and your students more effectively. This form is your lesson plan for the day(s) you use the library. We must receive this sheet no later than 8:15 on the day you plan to visit the library. If we do not receive the form by 8:15, we cannot allow your class to come to the library. For extended library usage, we will need this form completed for each week of use. This will enable us to see the progression of the research project and judge how best to assist students.

Reservations for library use must be made at least one (1) day in advance of your visit.  
Call library extension to schedule library time.

- Topic of lesson:
- What State Standards will you be teaching in this lesson?
  - 1.
  - 2.
- How will you prepare the students before they come to the library?
- Will students have research questions in hand as they use the library? (This will help the student to focus on task at hand.) Do they have the correct spelling for topics?
- What types of information will students be seeking? How current?
- Which research tools will you be emphasizing?
- If you are using the Internet as the only research tool, do you have web addresses to use for bookmarks? If so, please list these below. If not, what criteria should students use to determine the validity of the site?
- If students are searching the web, which search engines will they be using?
- What outcomes are expected from your students?
  - 1.
  - 2.
- Describe the final product you wish the students to be responsible for completing?

Attach any worksheets that you will give to students. This will help us to help your students clarify what they are working on.

Return this form no later than 8:15 on the day you plan to use the library. We cannot allow classes to use the library unless this form has been completed and returned.

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Learner Objectives</b> <b>State Standards</b>	<b>Teaching Procedures</b>	<b>Materials</b>	<b>Assessment of Learner Progress</b>	<b>Special Needs</b>

Comments

## Lesson Plan Components

**Learning Objective:** (What do you want students to know and be able to do? What is the intended learning?)

**Links to Arizona College and Career Readiness Standards:**

**Time Frame:** (Is the instructional time appropriate for the lesson?)

**Anticipatory Set:** (How will the students be "hooked" to the learning?)

**Relevancy:** (What is the purpose of the lesson?)

**Assessment:** (How will you know the students have gained the intended learning? What assessment tools will you use? How will students be involved in ongoing assessment?)

**Learning Connections:** (What student needs, interests, and prior learning will be the foundation for this lesson? What curriculum connections will be made in this lesson?)

**Learning Task Description:** (What teaching **methods** will be implemented? How will the learning activity be structured to encourage learner involvement?)

**Special Class characteristics:** (What modifications will be in place for special needs learners and accelerated learners?)

**Closure:** (How will the intended learning be summarized by the students?)

**Materials and Resources:**

## Members on Librarian Evaluation Design Team

Suzan Brown	Coronado K-8 School Librarian
Pamela Gautier	La Cima Middle School Librarian
Tami Gordon	Ironwood Ridge High School Librarian
Margie Mora	Amphitheater High School Librarian
Mike Bejarano	Chief Academic Officer Secondary Education
Dr. Roseanne Lopez	Chief Academic Officer Elementary Education, Facilitator

During this Design Team process, the librarians analyzed the current Amphitheater School Librarian Evaluation system and compared it to the American Association of School Librarians (AASL) L4L School Librarian Performance Evaluation system and found that our current indicators were addressed within the four domains of the national model. In addition, the design team found that the rubric distinction provided more clear guidance to administrators when evaluating performance of the librarian.

Minor modifications in wording were made to the AASL document; however, much of the content remains intact.

"All elements represent principles of best practice in teaching and school librarianship. Each domain has specific, measurable components to evaluate performance. As a result of self-assessment and conferencing with evaluators, the school librarian's professional development goals reflect and align with the elements of these evaluative criteria."