

# 10 STANDARDS

## School Librarian Evaluation Instrument

1

### Instructional Partnership

The school library media specialist collaboratively plans instruction and develops the library media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.

2

### Role of Reading

The school library media specialist develops a culture of reading and promotes reading as a foundational skill for learning, personal growth, and enjoyment.

3

### Information & Technology Literacy

The school library media specialist plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy.

4

### Instructional Leadership

The school library media specialist fosters the success of all students by serving on decision-making teams in the school, designing and delivering professional learning, and contributing to a shared vision of teaching and learning that leads to school improvement.

5

### Effective Practices for Research

The school library media specialist teaches and models developmentally appropriate best practices for learning and research.

6

### Program Planning and Administration

The school library media specialist develops and implements a strategic plan and vision for continuous improvement of the library media program and to support the learning goals of the school community.

7

### Positive Learning Environment

The school library media specialist provides a well-managed, safe, and welcoming environment that supports personalized learning, includes flexible and equitable access to physical and digital resources, ensures a well-rounded education, and encourages respect for all.

8

### Collection Development

The school library media specialist supports the curriculum through selection and management of resources that meet the needs and interests of patrons.

9

### Professionalism

The school library media specialist fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

10

### Communication

The school library media specialist fosters the success of all students by communicating and collaborating effectively with stakeholders in ways that enhance student learning and engagement.

# School Librarian Evaluation Instrument (SLEI)

## Quick Start Guide for Evaluators

### What can I do to get started?

- Create your own digital folder or notebook for the SLEI.
- Download SLEI materials.
- Have a pre-conference with your library media specialist. He/she will provide you with a copy of the self-assessment. Discuss the assessment, how you can each support each other's work, and goals for the year.
- Approve the LMS Professional Learning Goal and enter on the summative evaluation September 13th.
- Establish expectations for documentation and observation(s) for the year.

### Where can I find SLEI materials?

- SLEI has a tab in the O365 Evaluation notebook created by Cobb HR.
- Materials are also located at [www.cobblibrarymedia.com/evaluation.html](http://www.cobblibrarymedia.com/evaluation.html)

### What do I have to turn in?

- At the end of the year, a paper copy of the Summative Assessment should be sent to HR. A digital copy should be emailed to [Holly.Frilot@cobbk12.org](mailto:Holly.Frilot@cobbk12.org).

### Where do I put goal information?

- Goal information should be included on the summative evaluation.

### What else am I required to do?

- You must conduct 1 teaching observation by January 31<sup>st</sup>. Standards 2, 3, 5, and 7 are typically the focus of a teaching observation.
- The teaching observation will not be enough to evaluate all 10 standards. Documentation and conversation are required to fully evaluate a library media specialist.
- There are two forms you must complete: a formative assessment and a summative assessment.
- You must have three conferences: a pre-conference, a formative conference mid-year, and a summative conference at the end of the year.

### What if the library media specialist has fewer than 3 full years of experience?

- With less than 3 full years of experience, library media specialists are on the "full" plan, which requires two additional 15-minute walk-throughs (conversations), one during first semester and one during second semester.

### What else should I know?

- Staffing can impact levels of performance. For example, when a library media parapro is not available to manage facility and troubleshooting needs, the library media specialist spends less time as an instructional collaborator and teacher.
- The SLEI was developed to better evaluate a contemporary library media specialist serving in the roles of instructional collaborator and instructional leader. With increased knowledge and communication between administration and the library media specialist, the library media specialist can better support school goals and have greater impact on student achievement and engagement.

"Having a flexible schedule allows us to have time to collaborate with teachers on lessons that align with what they are doing in the classroom."



"Having check in meetings two or three times a year helps ensure that the LMC is doing things you think make sense and support the school and admin goals."



"Encouraging teachers to collaborate with me is so helpful!"



# WHAT LIBRARY MEDIA SPECIALISTS WANT ADMIN TO KNOW...



"When I'm not teaching, I'm ordering books, collaborating with teachers, researching, building lessons and units for teachers and collaborative lessons, creating promotions to motivate readers, managing the Library Learning Commons, and meeting individual patrons needs."



"The best thing my principal has done for me is to tell the grade levels teams that they are expected to include me in their collaboration meetings. This allows me time to listen to what is going on in the classrooms, and I can interject with ideas on how they can use me and my services for lessons."



# School Librarian Evaluation Instrument

Cobb County School District

Georgia School Library Media Specialist Consortium

Georgia Library Media Association



*Last Updated August 2019*

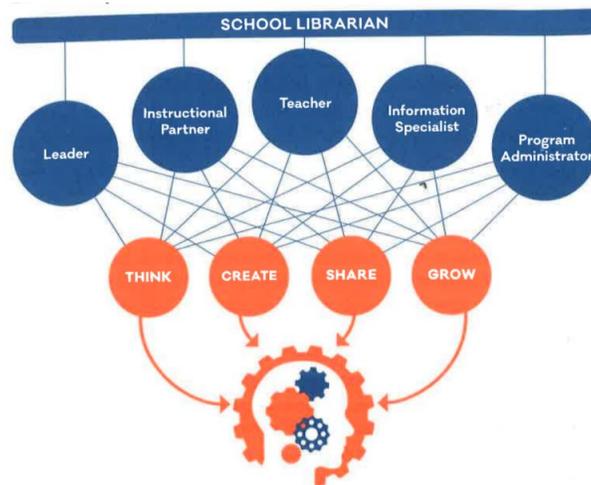
# Introduction to the School Librarian Evaluation Instrument

“An effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.”

~American Association of School Librarians (AASL)

A comprehensive school library media program, led by a certified school library media specialist, should support standards and school goals and be evaluated to improve library media services. The School Librarian Evaluation System (SLEI) aligns with the AASL National School Library Standards for Learners, School Librarians, and School Libraries, ALA/AASL 2010 Standards for Initial Preparation of School Librarians, and the ISTE Standards for Coaches. The Future Ready Library goals of connecting real-world learning to the school environment are also integrated in the performance standards. The SLEI is an evaluation instrument that will allow the state to ensure consistency and comparability across districts, based on a common definition of highly qualified school library media specialists who support and enrich school environments.

## Connection of SLEI Standards to AASL National Standards (2018)



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“Learners are at the center of school librarians’ practice. As learning leaders, school librarians enact, model, and communicate the [AASL] Competencies in these [AASL] Domains through their teaching; collaborating with other educators; demonstrating expertise in finding, evaluating, curating, and ethically using information; and administering the school library” (AASL, 2018, pg. 16).

## **Primary Purpose of the School Librarian Evaluation Instrument**

The primary purpose of the SLEI is to contribute to the successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools by:

- Optimizing student learning and growth by preparing students for an information rich society,
- Improving the quality of school library programs and services by ensuring the effectiveness of the certified school library media specialist,
- Ensuring there is a defined standard of practice in library media centers and improving evaluator understanding of the role of the school library media specialist,
- Providing a basis for measurement through productive school library media specialist performance appraisal and professional growth, and
- Implementing a performance evaluation system that fosters collaboration between the professional school library media specialist and his/her evaluator to promote self-growth, program effectiveness, and improvement of job performance.

The 10 standards of the SLEI are achievable in a fully-staffed library media program, typically a full-time library media specialist and a full-time library media paraprofessional. Adjustments should be made for library media programs that do not have full-time library media staff and/or have duties that fall outside of the scope of library media work.

## School Librarian Evaluation Instrument

### Performance Standards, Performance Indicators, and Rubrics

#### Performance Standard 1: Instructional Partnership

The school library media specialist collaboratively plans instruction and develops the library media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.

#### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Meets with teachers and administrators on a regular basis to collaboratively develop plans that are clear, logical, sequential, and integrated.
- Collaborates to provide flexible, consistent, and personalized approaches to academic content to align and connect the research process and information literacy skills to the state and/or local standards and student needs.
- Assesses student understanding and progress throughout learning activities by asking questions, observing works-in-progress, evaluating artifacts of learning, and communicating with teachers.
- Chooses and recommends print and online resources that support instruction and the identified needs of diverse learners.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III...</i>	<i>This is the expected level of performance.</i>		
<p>The school library media specialist <b>continually</b> seeks and uses multiple data and real world resources to plan targeted instruction to meet individual student needs and interests in order to promote student accountability and engagement.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> collaborates and develops the media program using:</p> <ul style="list-style-type: none"> <li>• state and local school district curricula and standards,</li> <li>• instructional calendars,</li> <li>• effective strategies,</li> <li>• resources, and</li> <li>• data to support the teachers and address the differentiated needs of all students.</li> </ul>	<p>The school library media specialist <b>inconsistently</b> collaborates and develops the media program using:</p> <ul style="list-style-type: none"> <li>• state and local school district curricula and standards,</li> <li>• instructional calendars,</li> <li>• effective strategies,</li> <li>• resources, and</li> <li>• data to support the teachers and address the differentiated needs of all students.</li> </ul>	<p>The school library media specialist <b>does not</b> collaboratively plan instruction and inadequately develops the media program using:</p> <ul style="list-style-type: none"> <li>• state and local school district curricula and standards,</li> <li>• instructional calendars,</li> <li>• effective strategies,</li> <li>• resources, and</li> <li>• data to support the teachers and address the differentiated needs of students.</li> </ul>

## Performance Standard 2: Role of Reading

The school library media specialist develops a culture of reading and promotes reading as a foundational skill for learning, personal growth, and enjoyment.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Promotes current, high-quality, high-interest collections of books and other reading resources in multiple formats.
- Creates an environment where independent reading and self-selection are valued, promoted, and encouraged.
- Empowers learners to read fiction and nonfiction by reading aloud, providing booktalks, designing displays, and/or arranging author visits and school-wide initiatives.
- Creates a culture of reading through modeling in both formal and informal instruction.
- Develops and/or supports initiatives to encourage and engage learners in reading, writing, and listening for understanding.

Level IV	Level III	Level II	Level I
<p><i>In addition to meeting the requirements for Level III...</i></p> <p>The school library media specialist <b>continually</b> promotes reading for students and faculty through the use of high-quality and high-interest literature in print and digital formats.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p><i>This is the expected level of performance.</i></p> <p>The school library media specialist <b>consistently</b> promotes reading:</p> <ul style="list-style-type: none"> <li>• as a foundational skill for learning</li> <li>• for personal growth, and</li> <li>• for enjoyment.</li> </ul>	<p>The school library media specialist <b>inconsistently</b> promotes reading:</p> <ul style="list-style-type: none"> <li>• as a foundational skill for learning,</li> <li>• for personal growth, and</li> <li>• for enjoyment.</li> </ul>	<p>The school library media specialist <b>does not</b> promote reading:</p> <ul style="list-style-type: none"> <li>• as a foundational skill for learning,</li> <li>• provide opportunities for reading for personal growth, or</li> <li>• as an enjoyable activity.</li> </ul>

### Performance Standard 3: Information and Technology Literacy

The school library media specialist plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy.

#### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Guides students and teachers to appropriate formats for the learning task, provides connected learning opportunities, and encourages the application of multiple literacies.
- Uses data to provide instruction on seeking, evaluating, and applying information in a variety of formats.
- Curates authoritative digital instructional materials and content.
- Models and integrates technologies for innovative, efficient, and creative learning.
- Promotes critical thinking by connecting learners with information in multiple formats.
- Embeds key concepts of legal, ethical, and social responsibilities in accessing, using, and creating information in a variety of formats (digital citizenship).

Level IV	Level III	Level II	Level I
<p><i>In addition to meeting the requirements for Level III...</i></p> <p>The school library media specialist <b>continually</b> plans and provides targeted instruction using emerging technologies effectively and creatively to support student and staff learning.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p><i>This is the expected level of performance.</i></p> <p>The school library media specialist <b>consistently</b> plans and provides instruction that addresses multiple literacies including:</p> <ul style="list-style-type: none"> <li>• information literacy</li> <li>• media literacy, and</li> <li>• technology literacy</li> </ul>	<p>The school library media specialist <b>inconsistently</b> plans and provides instruction that addresses multiple literacies including:</p> <ul style="list-style-type: none"> <li>• information literacy,</li> <li>• media literacy, and</li> <li>• technology literacy</li> </ul>	<p>The school library media specialist <b>inadequately</b> plans and <b>does not</b> provide instruction that addresses multiple literacies including:</p> <ul style="list-style-type: none"> <li>• information literacy,</li> <li>• media literacy, and</li> <li>• technology literacy</li> </ul>

## Performance Standard 4: Instructional Leadership

The school library media specialist fosters the success of all students by serving on decision-making teams in the school, designing and delivering professional learning, and contributing to a shared vision of teaching and learning that leads to school improvement.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Works with other school leaders/administration to develop a shared vision for the library media program in support of local school improvement goals.
- Serves as information specialist sharing knowledge and expertise by presenting information through various formats, including faculty meetings, staff development, and digital communication.
- Leads and collaborates with school library media committee to design, manage, and implement library media program plans and address challenges as needed.

Level IV	Level III	Level II	Level I
<p><i>In addition to meeting the requirements for Level III...</i></p> <p>The school library media specialist <b>continually</b>:</p> <ul style="list-style-type: none"> <li>• models and integrates innovative instructional practices, and</li> <li>• engages in a continuous process of reflection, revision, and evaluation</li> </ul> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p><i>This is the expected level of performance.</i></p> <p>The school library media specialist <b>consistently</b>:</p> <ul style="list-style-type: none"> <li>• serves on decision-making teams in the school,</li> <li>• provides professional learning, and</li> <li>• contributes to a shared vision of teaching and learning that leads to school improvement.</li> </ul>	<p>The school library media specialist <b>inconsistently</b>:</p> <ul style="list-style-type: none"> <li>• serves on decision-making teams in the school,</li> <li>• provides professional learning, and</li> <li>• contributes to a shared vision of teaching and learning that leads to school improvement.</li> </ul>	<p>The school library media specialist <b>does not</b>:</p> <ul style="list-style-type: none"> <li>• serves on decision-making teams in the school,</li> <li>• provide professional learning, or</li> <li>• contribute to a shared vision of teaching and learning that leads to school improvement.</li> </ul>

**Performance Standard 5: Effective Practices for Research**

The school library media specialist teaches and models developmentally appropriate best practices for learning and research.

**Sample Performance Indicators**

*Examples may include, but are not limited to*

**The school library media specialist:**

- Promotes and models an inquiry-based approach to learning and the research process.
- Designs and provides learning tasks/aids that help learners collect information and data.
- Collaborates with teachers to create both short and long term research topics and lessons, effectively matching learners with available resources that address current curriculum.
- Develops and/or organizes instructional materials to scaffold the research process for students.
- Stimulates critical thinking through learning activities that involve application, analysis, evaluation, and creativity.

Level IV	Level III	Level II	Level I
<p><i>In addition to meeting the requirements for Level III...</i></p> <p>The school library media specialist <b>continually</b> guides students and teachers through the research process in an effective and innovative manner, encouraging an inquiry-based approach when appropriate.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p><i>This is the expected level of performance.</i></p> <p>The school library media specialist <b>consistently</b> teaches and models best practices for learning and research.</p>	<p>The school library media specialist <b>inconsistently</b> teaches and models best practices for learning and research.</p>	<p>The school library media specialist <b>does not</b> teach or model best practices for learning and research.</p>

## Performance Standard 6: Program Planning and Administration

The school library media specialist develops and implements a strategic plan and vision for continuous improvement of the library media program and to support the learning goals of the school community.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Conducts ongoing evaluation using data from collaborations, reading promotions, and instruction to strategically plan and implement goals for program improvement.
- Manages funding to support priorities and the library media program goals and objectives.
- Seeks additional funding through alternative sources, such as grant writing or book fairs.
- Provides appropriate training and support for student aides and volunteers.
- Creates an environment of respect and collaboration where all staff members work toward the common goal of student learning.
- Appoints and chairs a building level library media committee to allow input for library media program development through representation from stakeholders.

Level IV <i>In addition to meeting the requirements for Level III...</i>	Level III <i>This is the expected level of performance.</i>	Level II	Level I
<p>The school library media specialist <b>proactively</b> engages the school community in developing and implementing a strategic plan and vision for the library media program that supports the diverse interests and needs of students.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> develops and implements a strategic plan and vision for continuous improvement of the library media program and to support the learning goals of the school community.</p>	<p>The school library media specialist <b>inconsistently</b> develops and implements a strategic plan and vision for continuous improvement of the library media program and to support the learning goals of the school community.</p>	<p>The school library media specialist <b>does not</b> plan for the future of the library media program and does not support the learning goals of the school community.</p>

## Performance Standard 7: Positive Learning Environment

The school library media specialist provides a well-managed, safe, and welcoming environment that supports personalized learning, includes flexible and equitable access to physical and digital resources, ensures a well-rounded education, and encourages respect for all.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Creates a warm, attractive, inviting library media center that provides personalized learning support and offers equitable access to resources.
- Establishes a good rapport with students and faculty.
- Designs physical and digital learning spaces that adapt to diverse and evolving learning structures and accommodate a range of teaching methods, learning tasks, and outcomes.
- Implements policies and programs that foster an engaging and flexible learning environment and provide equitable use of space and resources allowing for anytime, anywhere learning opportunities.
- Establishes policies for circulation, reserving of library resources, and scheduling of library spaces to provide optimal access for students.
- Facilitates a climate of respect and communicates expectations for student behavior.

Level IV	Level III	Level II	Level I
<i>In addition to meeting the requirements for Level III...</i>	<i>This is the expected level of performance.</i>		
<p>The school library media specialist <b>continually</b> engages students and staff in a collaborative and self-directed learning environment where learners are encouraged to take risks and ownership of their own learning behavior.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> provides a well-managed, safe and welcoming environment that:</p> <ul style="list-style-type: none"> <li>• includes flexible and equitable access to physical and digital resources,</li> <li>• supports personalized learning,</li> <li>• ensures a well-rounded education, and</li> <li>• encourages respect for all.</li> </ul>	<p>The school library media specialist <b>inconsistently</b> provides a well-managed, safe and welcoming environment that:</p> <ul style="list-style-type: none"> <li>• includes flexible and equitable access to physical and digital resources,</li> <li>• supports personalized learning,</li> <li>• ensures a well-rounded education, and</li> <li>• encourages respect for all.</li> </ul>	<p>The school library media specialist <b>does not</b> provide a well-managed, safe and welcoming environment that:</p> <ul style="list-style-type: none"> <li>• includes flexible and equitable access to physical and digital resources,</li> <li>• supports personalized learning,</li> <li>• ensures a well-rounded education, and</li> <li>• encourages respect for all.</li> </ul>

## Performance Standard 8: Collection Development

The school library media specialist supports the curriculum through selection and management of resources that meet the needs and interests of patrons.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Uses data to evaluate and develop a collection that prioritizes student learning and ensures support of district standards and local school needs.
- Collaborates with teachers, students, and library media committee to maintain an up-to-date and appealing collection of print and digital resources.
- Manages the resource collection through selection, processing, organization, inventory, repair, and weeding to ensure the collection is accurate, accessible, and current.

Level IV	Level III	Level II	Level I
<p><i>In addition to meeting the requirements for Level III...</i></p> <p>The school library media specialist <b>continually</b> develops the collection by using data analysis to identify areas in need of improvement and by engaging stakeholders in the selection of print and digital resources.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p><i>This is the expected level of performance.</i></p> <p>The school library media specialist <b>consistently</b> supports the curriculum through selection and management of resources that meet the needs and interests of patrons.</p>	<p>The school library media specialist <b>inconsistently</b> supports the curriculum through selection and management of resources that meet the needs and interests of patrons.</p>	<p>The school library media specialist <b>does not</b> support the curriculum through selection and management of resources that meet the needs and interests of patrons.</p>

## Performance Standard 9: Professionalism

The school library media specialist fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

### Sample Performance Indicators

*Examples may include, but are not limited to*

#### The school library media specialist:

- Stays current on trends, issues, and research relevant to school libraries, student learning, and technology.
- Participates in educational conferences and professional development opportunities.
- Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
- Maintains professional demeanor and behavior (e.g., appearance, punctuality and attendance).

<p style="text-align: center;"><b>Level IV</b></p> <p><i>In addition to meeting the requirements for Level III...</i></p>	<p style="text-align: center;"><b>Level III</b></p> <p><i>This is the expected level of performance.</i></p>	<p style="text-align: center;"><b>Level II</b></p>	<p style="text-align: center;"><b>Level I</b></p>
<p>The school library media specialist <b>continually</b> demonstrates professionalism beyond the school through any of the following:</p> <ul style="list-style-type: none"> <li>• published works,</li> <li>• digital footprint (i.e., website, blog, newsgroup, videos, etc.)</li> <li>• presentation(s), and/or</li> <li>• formal recognition(s) or award(s)</li> </ul> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> fosters the success of students by:</p> <ul style="list-style-type: none"> <li>• demonstrating professional standards and ethics,</li> <li>• engaging in continuous professional learning, and</li> <li>• making contributions to the profession.</li> </ul>	<p>The school library media specialist <b>inconsistently</b></p> <ul style="list-style-type: none"> <li>• demonstrates professional standards,</li> <li>• engages in continuous professional learning, and</li> <li>• makes contributions to the profession.</li> </ul>	<p>The school library media specialist <b>does not:</b></p> <ul style="list-style-type: none"> <li>• show regard for professional standards and ethics,</li> <li>• engage in continuous professional learning, or</li> <li>• make contributions to the profession.</li> </ul>

**Performance Standard 10: Communication**

The school library media specialist fosters the success of all students by communicating and collaborating effectively with stakeholders in ways that enhance student learning and engagement.

**Sample Performance Indicators**

*Examples may include, but are not limited to*

**The school library media specialist:**

- Communicates library media program mission, goals, and accomplishments to stakeholders through the school’s library website, blog, newsletters, email, or social media.
- Advocates for the school library program and equitable access to resources through marketing and public relations efforts.
- Forms partnerships with local and global community to promote student learning and understandings of the value of a diverse society.

<p><b>Level IV</b></p> <p><i>In addition to meeting the requirements for Level III...</i></p>	<p><b>Level III</b></p> <p><i>This is the expected level of performance.</i></p>	<p><b>Level II</b></p>	<p><b>Level I</b></p>
<p>The school library media specialist <b>continually</b> seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders.</p> <p>(School library media specialists rated Level 4 continually seek ways to serve as role models and collaborative leaders.)</p>	<p>The school library media specialist <b>consistently</b> fosters the success of all students by communicating and collaborating effectively with stakeholders.</p>	<p>The school library media specialist <b>inconsistently</b> communicates or infrequently collaborates on issues of importance to stakeholders.</p>	<p>The school library media specialist demonstrates <b>inadequate</b> or detrimental communication or collaboration with stakeholders.</p>

# School Librarian Evaluation Instrument

## Glossary of Terminology

**Advocacy** - The coordinated and comprehensive process by which support for the library media program is created within the greater community.<sup>2</sup>

**Booktalks** - A booktalk tries to convince a reader to select a particular book. An event usually scheduled in a library at which the author, librarian or student discusses a book reads excerpts of it to encourage readership and promote reading in general.<sup>15</sup>

**Circulation** - The process of checking materials in and out of the library. Refers to the total number of items checked out of the library by patrons over a particular period of time.<sup>15</sup>

**Collaboration** - In a collaborative instructional information skills unit, the school library school library media specialist works closely with other teachers in the school to co-plan, co-teach, and co-assess information skills.<sup>2</sup>

**Collection** - Materials contained within the library as well as that which is housed in virtual spaces and available to library patrons.<sup>11</sup>

**Collection Development** - The systematic process of gathering input on user needs, identifying materials to meet those needs, and acquiring those materials for the library collection.<sup>2</sup>

**Connected Learning** - Connecting classroom learning to real-world events through access to an array of well-managed resources including digital and social networking connections.<sup>10</sup>

**Differentiated Instruction** - Teaching theory based on the belief that instructional approaches should vary and be adapted for individual and diverse students in classrooms.<sup>3</sup>

**Digital Citizenship** - The norms of appropriate and responsible behavior with regard to technology use.<sup>7</sup>

**Digital Resources** - Digitally formatted instructional resources such as graphics images or photos, audio and video, simulations and animations.<sup>9</sup>

**Equitable Access** - Access for students and teachers in groups or as individuals simultaneously throughout each instructional day. Accessibility shall refer to the facility, the staff, and the resources and shall be based on instructional need.<sup>12</sup>

**Fiction** - Literature in the form of prose, especially short stories and novels that describe imaginary events and people.<sup>15</sup>

**Flexible Access** - The opposite of fixed scheduling, the school library media program is not used as a method of providing the teacher's planning period. Classes are scheduled as a result of instructional needs.<sup>2</sup>

**Future Ready Librarian** - The librarian leads, teaches, and supports the Future Ready goals of their school and district in a variety of ways through their professional practice, programs, and spaces, and is positioned at the leading edge of the digital transformation of learning.<sup>10</sup>

**Independent Reading** - Self-selected reading of a continuous text for a wide range of personal and social purposes.<sup>14</sup>

**Information Literacy** - The skill set needed to find, retrieve, analyze, and use information.<sup>4</sup>

**Information Specialist** - One of the roles of school library media specialists. The SLMS examines curriculum, assignments and learning in terms of the information resources, processes and technologies required for student success. As the information specialist, a SLMS teaches students to consider the information resource they need and then to use the appropriate access technology to fulfill that need.<sup>2</sup>

**Inquiry** - Stance toward learning in which the learner is engaged in asking questions and finding answers, not simply accumulating facts that have no relation to previous learning or new understanding, presented by someone else. Inquiry follows a continuum of learning experiences, from simply discovering a new idea or an answer to a question to following a complete inquiry process.<sup>13</sup>

**Inventory** - The process of checking all the items on the library's shelves against a list of holdings to identify for replacement or deselection those missing or not checked out.<sup>1</sup>

**Learning Space** - A collaborative physical and virtual environment that invites and ignites participatory learning.<sup>1</sup>

**Media Committee** - A committee that makes recommendations and decisions related to planning, operation, evaluation and improvement of the media program . This committee shall annually evaluate media services and develop a multi-year media plan for budget and services priorities.<sup>12</sup>

**Media Literacy** - Ability to access, analyze, evaluate and create messages in a variety of forms—from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.<sup>6</sup>

**Media Program** - The integration of services coordinated by the school library media specialist including but not limited to those within the school library media center.<sup>2</sup>

**Media Specialist** - The professional licensed school library media teacher with specialized training and education in the school library media profession.<sup>2</sup>

**Nonfiction** - Prose writing that is based on facts, real events and real people, such as biography or history.<sup>15</sup>

**Personal Learning Network (PLN)** - A global learning network, enabling people to tap into and share diverse, global perspectives on teaching strategies, educational issues, and technologies.<sup>11</sup>

**Personalized Learning** - Tailoring learning for each student's strengths, needs and interests—including enabling student voice and choice in what, how, when and where they learn—to provide flexibility and supports to ensure mastery of the highest standards possible.<sup>19</sup>

**Professional Learning/Development** - Further study undertaken during employment by a person trained and educated in a profession, sometimes at the initiative of the employer, but also through voluntary attendance at conferences, workshops, seminars, or enrollment in post-graduate courses, particularly important in professions that have a rapidly changing knowledge base. Compare with in-service training.<sup>11</sup>

**Reading Promotion** - Any program or activity that encourages independent self-selection for learning or pleasure (e.g. displays, booktalks, author visits).<sup>11</sup>

**Real World Resources** - actual objects, events, experiences and situations that effectively address a concept, problem or issue.<sup>17</sup>

**Research Process** - The research process involves identifying, locating, assessing, analyzing, interpreting information in order to develop and express ideas.<sup>8</sup>

**Scaffold(ing)** - Instructional strategy in which a more skilled teaching partner adjusts the assistance he or she provides to fit the child's current level of performance. More support is offered when the task is new; less is provided as the child's competence increases, fostering the child's autonomy and independent mastery.<sup>3</sup>

**Technology Literacy** - Ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the twenty-first century.<sup>18</sup>

**Tools** - Print or digital resources used to create, share, and present ideas and information.<sup>11</sup>

**Weeding** - Weeding is the removing of materials from a library collection in a systematic and deliberate way. It is an ongoing part of collection development, a planned and thoughtful action that will ensure library materials are current and enticing.<sup>5</sup>

## References

<sup>1</sup> American Library Association

<sup>2</sup> American Library Association (ALA)/ American Association of School Librarians (AASL) Standards for Initial Programs for School Library Media Specialist Preparation

<sup>3</sup> A Planning Guide for Empowering Learners by AASL

<sup>4</sup> Association of College and Research Libraries

<sup>5</sup> California Department of Education

<sup>6</sup> Center for Media Literacy

<sup>7</sup> Digitalcitizenship.net

<sup>8</sup> Elmer E. Rasmuson Library of The University of Alaska Fairbanks

<sup>9</sup> Epigeum

<sup>10</sup> Future Ready Librarians

<sup>11</sup> Georgia Library Media Consortium

<sup>12</sup> GaDOE 160-4-4-.01 MEDIA PROGRAMS

<sup>13</sup> 2012 Guided Inquiry Design Framework by Kuhlthau, Maniotes, Caspari

<sup>14</sup> International Reading Association

<sup>15</sup> Online Dictionary for Library and Information Science

<sup>16</sup> The Oxford Dictionary

<sup>17</sup> Resources for Rethinking

<sup>18</sup> State Educational Technology Directors Association

<sup>19</sup> iNACOL

<sup>20</sup> American Library Association (ALA)/ American Association of School Librarians (AASL) National School Library Standards for Learners, School Librarians, and School Libraries (2018)

## **Acknowledgements**

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## JULY/AUGUST

- Library media specialist (LMS) and evaluator become familiar with the School Librarian Evaluation Instrument (SLEI).
- LMS and evaluator establish a method for keeping track of evaluation documentation and notes throughout the year: OneNote notebook, etc.
- LMS completes the Self-Assessment Form and develops a professional learning goal for the year based one of the 10 SLEI standards. Full cycle LMS will establish a Professional Learning Plan.

## AUGUST-JANUARY

- Evaluator completes a 30-minute teaching evaluation using the Formative Assessment Form. Full process LMS also receive a 10-minute walk-through.
- Evaluator provides feedback on all 10 standards on the Formative Assessment through observation, conversation, and documentation.
- LMS collects and maintains documentation to support SLEI standards.

## JANUARY-APRIL

- LMS continues to collect documentation of meeting SLEI standards.
- Evaluator conducts additional observations, walk-throughs, and meetings as needed.
- Evaluator conducts an additional 10-minute walk-through for full process LMS.

## AUGUST/SEPTEMBER

- LMS and evaluator meet and finalize Professional Learning Goal in the Pre-Evaluation Conference. Full cycle LMS will also finalize their Professional Learning Plan.
- LMS and evaluator establish expected documentation to support goals and evidence of SLEI standards in the Pre-Evaluation Conference.

## JANUARY/FEBRUARY

- Evaluator and LMS meet for the Mid-Year Conference.
- During the Mid-Year Conference, the evaluator reviews the Formative Assessment Form with the LMS, discusses the progress on all 10 SLEI standards, and evaluates progress toward LMS goal.
- Evaluator and LMS sign and date the Formative Assessment Form. Evaluator provides the LMS with a copy of the Formative Assessment Form.

## APRIL/MAY

- Evaluator and LMS meet for the Summative Conference. Deadline: May 8, 2020.
- Evaluator reviews all documentation, rates and provides commentary for all 10 SLEI standards on the Summative Assessment Form, and evaluates progress toward LMS goal.
- *Evaluator and LMS sign and date the Summative Assessment Form. Mail a paper copy to HR and email a digital copy to Holly Frilot by May 22, 2019.*

## School Librarian Evaluation Instrument (SLEI) 2019-2020 Guidelines

### Getting Started

- At the beginning of the school year, the principal must appoint all evaluators in writing to ensure library media specialists (LMS) have identified their evaluators. Employees do not have to approve their evaluators.
- The principal must ensure that all evaluators are credentialed before evaluating the library media specialist(s).

### Annual SLEI Process

1. Self-Assessment & Goal Setting
  - LMS will complete the self-assessment prior to the pre-evaluation conference.
  - LMS will establish one goal based on one of the 10 SLEI standards.
  - LMS hired after the year begins must have the pre-evaluation conference within one month of the employment.
2. Three Conferences (Pre-Evaluation, Mid-Year, and Summative)
  - The Pre-Evaluation Conference must occur before any observations are conducted.
  - The Mid-Year Conference should review progress on all evaluation components.
  - The Summative Conference must be held individually.
3. One Formative (Teaching) Observation and Formative Assessment
  - At the discretion of the evaluator, additional observations may be conducted.
  - All observations must be shared within 10 working days.
  - If the LMS requests a conference, one should be provided within the next 10 working days.
  - If an LMS receives an unsatisfactory observation, a conference should be held.
    - FULL (based on 2 Walkthroughs AND 1 Formative Observation)
    - FLEX (based on 1 Formative Observation)

#### 4. Summative Assessment

Evaluators will rate all 10 standards, establishing an overall SLEI rating and score as seen in chart below:

Overall Rating	SLEI Level Score	SLEI Overall Rating	SLEI Point Rating
Unsatisfactory	Level I	Ineffective	0 – 6
Unsatisfactory	Level II	Needs Development	7 – 16
Satisfactory	Level III	Proficient	17 – 26
Satisfactory	Level IV	Exemplary	27 – 30

### Appeal Process

1. Performance ratings are not able to be grieved under Cobb County Board of Education Policy GAE or O.C.G.A. 20-2-210. Library media specialists wishing to appeal the Summative Assessment must complete a Performance Assessment Appeal within 10 working days of the Summative Conference.
2. The Principal must respond to the appeal within 20 working days of receipt.
3. If the Principal upholds the rating, the teacher may appeal to the Director of Evaluations. This appeal must be submitted within 10 working days of the Principal's response. The Deputy Superintendent, the Assistant Superintendent, and the Director of Evaluation will review the appeal and collectively respond in writing, within 20 working days of receipt of the appeal. The decision of this body is final.

# School Library Media Specialist Self Assessment Form 2019-2020

**School/Location:**

**Library Media Specialist:**

**Date:**

**Employee ID:**

**Evaluator:**

**Professional Learning Goal (to be completed by library media specialist and approved by evaluator)**

**Professional Learning Goal:**

**Professional Learning Goal Standard:**

**The 10 standards of the School Librarian Evaluation Instrument are listed below. Rate yourself on each standard and provide commentary as needed.**

Performance Standard	Level I-IV (Select one)
<p><b>1. Instructional Partnership</b> - <i>The school library media specialist collaboratively plans instruction and develops the media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.</i></p> <p><b>Commentary:</b></p>	
<p><b>2. Role of Reading</b> - <i>The school library media specialist promotes reading as a foundational skill for learning, personal growth, and enjoyment.</i></p> <p><b>Commentary:</b></p>	
<p><b>3. Information and Technology Literacy</b> - <i>The school library media specialist plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy</i></p> <p><b>Commentary:</b></p>	
<p><b>4. Instructional Leadership</b> - <i>The school library media specialist fosters the success of all students by serving on decision-making teams in the school, providing professional development, and contributing to a shared vision of teaching and learning that leads to school improvement.</i></p> <p><b>Commentary:</b></p>	
<p><b>5. Effective Practices for Research</b> - <i>The school library media specialist teaches and models developmentally appropriate best practices for learning and research.</i></p>	

**Commentary:**

**6. Program Planning and Administration** - *The school library media specialist develops and implements a strategic plan and vision for continuous improvement of the media program and to support the learning goals of the school community.*

**Commentary:**

**7. Positive Learning Environment** - *The school library media specialist provides a well-managed, safe and welcoming environment that includes flexible and equitable access to physical and digital resources, is conducive to learning, and encourages respect for all.*

**Commentary:**

**8. Collection Development** - *The school library media specialist supports the curriculum through selection and management of resources that meet the needs and interests of patrons.*

**Commentary:**

**9. Professionalism** - *The school library media specialist fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.*

**Commentary:**

**10. Communication** - *The school library media specialist fosters the success of all students by communicating and collaborating effectively with stakeholders in ways that enhance student learning.*

**Commentary:**

# School Library Media Specialist Formative Assessment Form 2019-2020

**School/Location:**

**Library Media Specialist:**

**Date:**

**Employee ID:**

**Evaluator:**

## Professional Learning Goal (progress update to be completed by library media specialist)

**Professional Learning Goal:**

**Professional Learning Goal Standard:**

**What progress has been made toward your professional learning goal?**

The 10 standards of the School Librarian Evaluation Instrument are listed below. The scope of work for a library media specialist encompasses teaching, collaborating, and program planning. Documentation and conversation is needed to fully evaluate some of the standards.

Performance Standard	Level I-IV (Select one)
<p><b>1. Instructional Partnership</b> - <i>The school library media specialist collaboratively plans instruction and develops the media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.</i></p> <p><b>Commentary:</b></p>	
<p><b>2. Role of Reading</b> - <i>The school library media specialist promotes reading as a foundational skill for learning, personal growth, and enjoyment.</i></p> <p><b>Commentary:</b></p>	
<p><b>3. Information and Technology Literacy</b> - <i>The school library media specialist plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy</i></p> <p><b>Commentary:</b></p>	
<p><b>4. Instructional Leadership</b> - <i>The school library media specialist fosters the success of all students by serving on decision-making teams in the school, providing professional development, and contributing to a shared vision of teaching and learning that leads to school improvement.</i></p> <p><b>Commentary:</b></p>	
<p><b>5. Effective Practices for Research</b> - <i>The school library media specialist teaches and models developmentally appropriate best practices for learning and research.</i></p>	

<b>Commentary:</b>	
6. <b>Program Planning and Administration</b> - <i>The school library media specialist develops and implements a strategic plan and vision for continuous improvement of the media program and to support the learning goals of the school community.</i>	
<b>Commentary:</b>	
7. <b>Positive Learning Environment</b> - <i>The school library media specialist provides a well-managed, safe and welcoming environment that includes flexible and equitable access to physical and digital resources, is conducive to learning, and encourages respect for all.</i>	
<b>Commentary:</b>	
8. <b>Collection Development</b> - <i>The school library media specialist supports the curriculum through selection and management of resources that meet the needs and interests of patrons.</i>	
<b>Commentary:</b>	
9. <b>Professionalism</b> - <i>The school library media specialist fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i>	
<b>Commentary:</b>	
10. <b>Communication</b> - <i>The school library media specialist fosters the success of all students by communicating and collaborating effectively with stakeholders in ways that enhance student learning.</i>	
<b>Commentary:</b>	

**LMS Signature:**

\_\_\_\_\_

**Date:**

\_\_\_\_\_

**Evaluator Signature:**

\_\_\_\_\_

**Date:**

\_\_\_\_\_

*Note: The employee signature reflects that the evaluation was shared with the employee.*

## School Library Media Specialist Summative Assessment Form 2019-2020

School/Location:

Library Media Specialist:

Date of Assessment:

Employee ID:

Evaluator:

Date of Conference:

### Professional Learning Goal (to be completed by library media specialist and approved by evaluator)

Professional Learning Goal:

Professional Learning Goal Standard:

How has your professional learning growth impacted your practice?

### Professional Learning Goal (to be completed by evaluator)

Goal (check one):  Met  In Progress  Did Not Meet

Participated in a CCC (check one):  Yes  No

### Professional Learning Plan (only required for library media specialists with less than 3 years of experience.)

Data sources used to identify the goal:

Activities and strategies used to achieve the goal:

Documentation available as evidence of growth:

**The 10 standards of the School Librarian Evaluation Instrument are listed below. The scope of work for a library media specialist encompasses teaching, collaborating, and program planning. Documentation and conversation is needed to fully evaluate some of the standards.**

Performance Standard	Level I-IV (Select one)	Points 0-3
<b>1. Instructional Partnership</b> - <i>The school library media specialist collaboratively plans instruction and develops the media program using state and district curricula and standards, instructional calendars, effective strategies, resources, and data to support teachers and address the differentiated needs of all students.</i>	0	0
<b>Commentary:</b>		
<b>2. Role of Reading</b> - <i>The school library media specialist promotes reading as a foundational skill for learning, personal growth, and enjoyment.</i>	0	0
<b>Commentary:</b>		
<b>3. Information and Technology Literacy</b> - <i>The school library media specialist plans and provides instruction that addresses multiple literacies, including information literacy, media literacy, and technology literacy</i>	0	0
<b>Commentary:</b>		

4. <b>Instructional Leadership</b> - <i>The school library media specialist fosters the success of all students by serving on decision-making teams in the school, providing professional development, and contributing to a shared vision of teaching and learning that leads to school improvement.</i>		0
<b>Commentary:</b>		
5. <b>Effective Practices for Research</b> - <i>The school library media specialist teaches and models developmentally appropriate best practices for learning and research.</i>		0
<b>Commentary:</b>		
6. <b>Program Planning and Administration</b> - <i>The school library media specialist develops and implements a strategic plan and vision for continuous improvement of the media program and to support the learning goals of the school community.</i>		0
<b>Commentary:</b>		
7. <b>Positive Learning Environment</b> - <i>The school library media specialist provides a well-managed, safe and welcoming environment that includes flexible and equitable access to physical and digital resources, is conducive to learning, and encourages respect for all.</i>		0
<b>Commentary:</b>		
8. <b>Collection Development</b> - <i>The school library media specialist supports the curriculum through selection and management of resources that meet the needs and interests of patrons.</i>		0
<b>Commentary:</b>		
9. <b>Professionalism</b> - <i>The school library media specialist fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i>		0
<b>Commentary:</b>		
10. <b>Communication</b> - <i>The school library media specialist fosters the success of all students by communicating and collaborating effectively with stakeholders in ways that enhance student learning.</i>		0
<b>Commentary:</b>		

**Overall Score** 0

**LMS Signature:** \_\_\_\_\_

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

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

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

Score scale: Level IV: Exemplary (27-30) Level III: Proficient (17-26) Level II: Needs Development (7-16) Level I: Ineffective (0-6)

Note: The employee signature indicates that the evaluation was shared with the employee.

## School Librarian Evaluation Instrument (SLEI) Professional Growth Goal Setting

### Purpose:

- Goal setting is designed to focus educators on developing and mastering specific skills that will, in the end, impact student achievement.
- Every school library media specialist who holds a PSC certificate must set a goal for the year based on one of the 10 SLEI standards. **This goal is established within the first 30 days of school starting and formally documented on the Summative Evaluation Form.**
- A professional learning goal identifies what knowledge will be gained by the library media specialist and how that knowledge can be observed in practice; student outcomes should not be the goal.

### School Library Media Specialists:

1. Reflect on the annual evaluation from the previous year or the self-assessment at the start of this year.
2. Consider the school improvement plan, district priorities, and your specific area of need for growth.
3. Discuss your goal ideas with your evaluator and decide on a goal for the year.

### Extra steps for library media specialists on FULL for required plan (3 years of experience or less):

1. Data sources
2. Strategies
3. Documentation and resources
4. Timeline and target dates

### Evaluators:

1. Review goal and request edits or approve.
2. Monitor progress throughout the school year.
3. Request documentation as needed.

### Suggestions:

- Set goals that will make you and your CCC grow together. CCC groups typically fall into one of two categories for library media specialists:
  - A school-based CCC, one where the library media specialist participates with a group of teachers. For example, if a 9th grade team is working together to develop a plan to improve 9th grade writing skills and scores, the library media specialist could participate with that group, OR
  - A small group CCC made up of local library media specialists. These tend to be groups of 3+ library media specialists that meet locally to work together on common library media program goals.
- Share your goal with others in your school to build collaboration and accountability. Consider sharing with others in your PLN (personal learning network) as well.
- Your goal should be written clearly so that your evaluator can assist with monitoring progress and clearly determine if the goal has been met at the end of the school year.

## School Librarian Evaluation Instrument (SLEI) Sample Professional Learning Goals Library Media Specialists

SLEI Standard 1	<b>Instructional Collaboration</b>	During the '19-'20 school year, I will increase my knowledge of effective collaboration strategies through regular discussion with my CCC members, as measured by CCC notes and documentation.
SLEI Standard 2	<b>Role of Reading</b>	During the '19-'20 school year, I will increase my knowledge about positive reading culture and reading incentive programs through research in to develop an engaging reading program for our students, as measured by evaluator observation and documentation.
SLEI Standard 3	<b>Information &amp; Technology Literacy</b>	During the '19-'20 school year, I will increase my understanding of engaging instructional strategies through participating in the Nearpod Certified Educator process, measured by evaluator observation and documentation of lessons.
SLEI Standard 4	<b>Instructional Leadership</b>	During the '19-'20 school year, I will increase my understanding of how to "lead from the middle" by using the book <i>Leading for School Librarians</i> by Hilda Weisburg as a book study with my CCC and implementing learned strategies, measured through evaluator observation and documentation.
SLEI Standard 5	<b>Effective Practices for Research</b>	During the '19-'20 school year, I will increase my knowledge of inquiry research strategies through using the book <i>Inquiry Mindset</i> by Bathurst-Hunt & MacKenzie in order to collaboratively design lessons with teachers and implement inquiry lessons with students, measured through documentation.
SLEI Standard 6	<b>Program Planning &amp; Administration</b>	During the '19-'20 school year, I will increase my understanding of how to develop a vision and strategic plan for the library media program through research and regular communication with my PLN (personal learning network), measured by documentation.
SLEI Standard 7	<b>Positive Learning Environment</b>	During the '19-'20 school year, I will increase my knowledge of library learning commons physical spaces through examining the Library Learning Commons Certification and visiting schools that have transformed their spaces, measured by documentation.
SLEI Standard 8	<b>Collection Development</b>	During the '19-'20 school year, I will increase my understanding of developing a diverse collection of print and digital resources through research, measured through documentation of books added/weeded.
SLEI Standard 9	<b>Professionalism</b>	During the '19-'20 school year, I will increase my professional knowledge by formally developing my PLN (personal learning network) through social media and/or mentorships, measured through documentation.
SLEI Standard 10	<b>Communication</b>	During the '19-'20 school year, I will increase my knowledge of effective communication strategies with multiple stakeholders through regular sharing of ideas with my CCC members, as measured by CCC notes and documentation.

# SLEI EVIDENCE

## Observation, Conversation, Documentation

The following are examples of possible evidence of SLEI standards. These suggestions should not be viewed as a checklist.

1

### Instructional Partnership

**Observation:** Informal / formal meetings, collaborative teaching

**Conversation:** Discussion about collaborative partnerships

**Documentation:** Collaboration log, calendar, meeting notes

2

### Role of Reading

**Observation:** Book talks, teaching, reading promotions throughout the school

**Conversation:** Discussion about reading promotions

**Documentation:** Calendar, reading promotions, student work

3

### Info & Tech Literacy

**Observation:** Teaching, moving students from tech-savvy to tech-literate

**Conversation:** Discussion of tech literacy practices for students

**Documentation:** Technology lessons, calendar

4

### Instructional Leadership

**Observation:** Building leadership team and/or technology committee meetings

**Conversation:** Discussion about the goals of the school

**Documentation:** Vision or plan for the library media program that aligns with school goals.

5

### Effective Practices for Research

**Observation:** Teaching research skills

**Conversation:** Discussion about inquiry research

**Documentation:** Research guides, lesson plans, student work.

6

### Program Planning & Administration

**Observation:** Library media committee meeting, book fair

**Conversation:** Discussion about planning, budget

**Documentation:** Budget spreadsheet, library media committee notes, program evaluation

7

### Positive Learning Environment

**Observation:** Inviting climate, positive user experience

**Conversation:** Discussion about physical space / furniture

**Documentation:** Plans for developing the learning environment

8

### Collection Development

**Observation:** Student advisory committee, student recommendations

**Conversation:** Discuss how the print/digital collection is developed

**Documentation:** Purchasing / weeding reports

9

### Professionalism

**Observation:** Participation in CCC or team meetings

**Conversation:** Participation in the larger library media community

**Documentation:** Meeting notes, awards, published works

10

### Communication

**Observation:** Teaching, meetings

**Conversation:** Discussion of effective communication strategies with different stakeholders

**Documentation:** Emails, blogs, website, newsletters, etc.



## School Librarian Evaluation Instrument (SLEI) Sample Documentation

*Documentation should be items that library media specialists use regularly and also show evidence of their work.*

### **Budget Tracking Sheet**

- SLEI Standard 6: Program Planning and Administration
- SLEI Standard 8: Collection Development
- SLEI Standard 9: Professionalism

### **Collection Analysis**

- SLEI Standard 6: Program Planning and Administration
- SLEI Standard 8: Collection Development
- SLEI Standard 9: Professionalism

### **Email Collaboration**

- SLEI Standard 1: Instructional Partnership
- SLEI Standard 3: Information and Technology Literacy
- SLEI Standard 5: Effective Practices for Research
- SLEI Standard 10: Communication

### **Mid-Year Formative Request for Data**

- All 10 SLEI Standards

### **Library Media Specialist Blogs**

- All 10 SLEI Standards

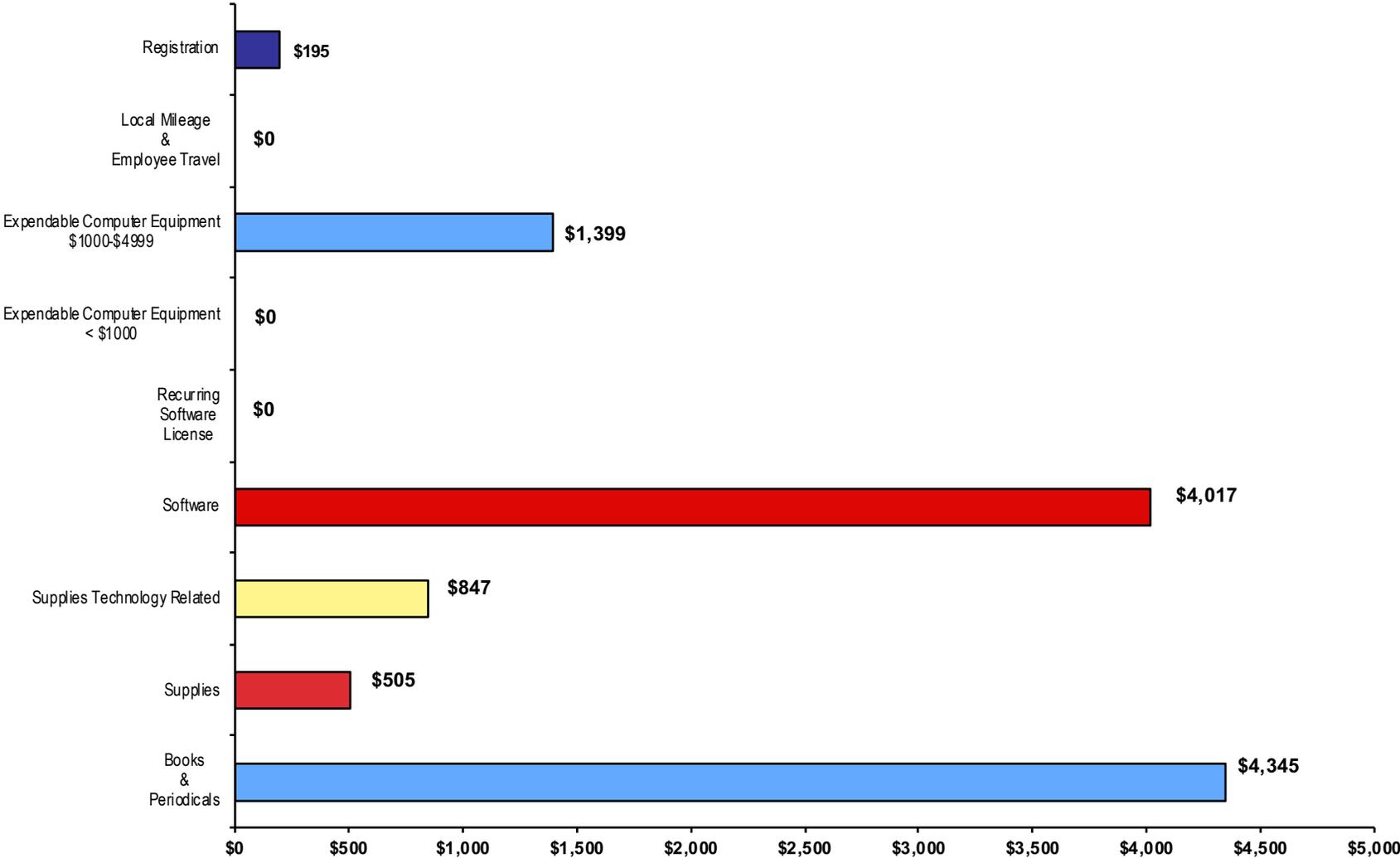
### **Library Media Specialist Social Media**

- All 10 SLEI Standards





# Library Media Budget Expenditure Analysis



Return to:

[Settings](#) | [Diagnostics](#)

School Library Collection

Print & Audiovisual

eBooks & Digital

Prepared by \_\_\_\_\_

# School Library Collection

Grades K–5; 574 Students

MAY 20, 2019

Items in collection

13,714

Average age

2000

Items per student

23.8

99.6% Recognized Call Numbers  
97.1% Matched in Titlewave

99.7% Recognized Publication Years

SACS: 10 ITEMS

## Print, Audiovisual & Digital

Resource-rich school libraries play a key role in promoting both information literacy and reading for information and inspiration.

Physical vs. digital resources

99%  
Print

AVG. AGE: 2000

1%  
Digital

AVG. AGE: 2012

## Fiction & Nonfiction

Reading comprehension requires more than just decoding and knowing the meanings of words — background knowledge is essential.

Literary vs. informational texts

36%  
Fiction

AVG. AGE: 2003

64%  
Nonfiction

AVG. AGE: 2001

[Compare recommended balance by Dewey](#)

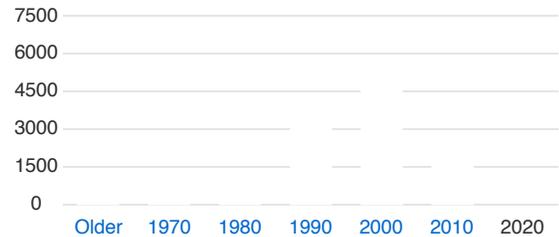
Collection by Dewey classification

All Dewey Classes

Age-Sensitive Areas

Dewey		Avg. Age	Items
000	Computer Science, Information & General Works	2005	98
100	Philosophy & Psychology	2000	83
200	Religion	1995	93
300	Social Sciences	1997	998

Collection by year



	Dewey	Avg. Age	Items
400	Language	1999	71
500	Science	2001	1,625
600	Technology	2003	641
700	Arts & Recreation	2004	530
800	Literature	1996	349
900	History & Geography	2001	883
		<b>2001</b>	<b>5,371</b>

**Dig into the Dewey divisions by 10s**

Fiction, Reference, Biography & other classifications

Classification	Avg. Age	Items
General Fiction	2003	2,967
Reference	2003	105
Biography	2002	633
Professional	2000	274
Story Collection	—	—
Paperback	—	—
Easy	1998	4,099
A/V	1985	3
Foreign Language	1996	62
Parent Resource	1999	138
Reference	2012	9
	<b>2000</b>	<b>8,290</b>

Aged titles

2014 and newer

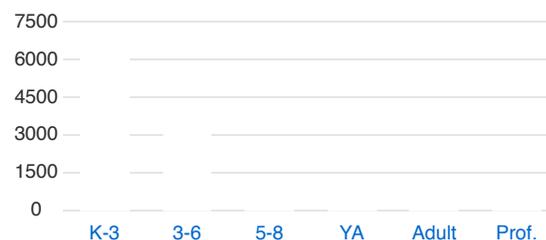
61%

8%

8,395 ITEMS

1,053 ITEMS

Collection by interest level



## Reading Levels

Match students to texts that can be read with success, thus assisting them to grow as readers.

Average reading level by program

0

GUIDED READING/F&P

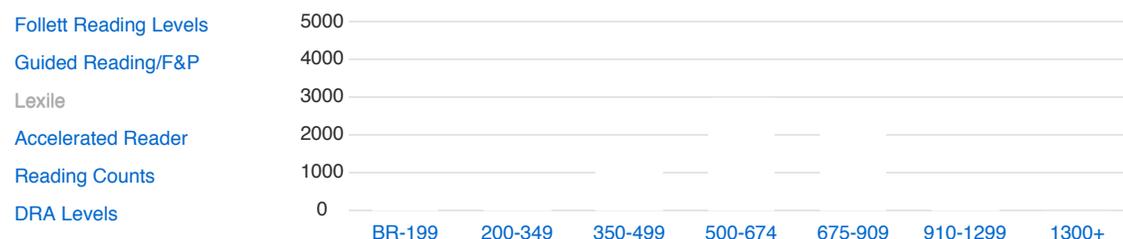
650

LEXILE

4

ACCELERATED READER

Collection by reading level



Average reading level

3rd grade

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[Let us know how we're doing.](#)

**This sample documentation includes emails that a library media specialist sent to teachers, and shows evidence of SLEI Standards 1, 3, 5, and 10.**

Hey...,

First, I want to thank you for being such great customers! I really miss having my fifth graders so I appreciate you sharing yours with me! I have attached a SMART file I converted. I got this information from...in the SS dept. The file has some great teaching points for getting kids to think historically. I know Karen mentioned that you have to do RBQs or DBQs, and they will all have to do them next year. I would be happy to take them through this and practice with documents relevant to your SS standards. Used to love doing this with Civil War docs, but it can be done with anything. The Say, Mean, Matter document is awesome for helping students construct evidenced based responses.

Hey...,

I have a NearPod lesson for a lot of the information in their standards. Tomorrow, I will go through the Cherokee clans, clothing, and daily life. Throughout I have activities with fill in the blank, comparing their lives/homes/clothes to those of the Cherokee. The next section is on Sequoyah, and the last on the Creek. We will see how far we can get. ... is letting me borrow iPads again, so we should have enough for the class.

Hi...,

Here's a collection I curated for the lesson. I will find more resources and edit as I go along. The new Destiny interface is like Pinterest for resources. Yes, the sub will be fine. I am very excited, this is what I live for and it gives me the opportunity to act like my old 5<sup>th</sup> grade teacher self! Love 5<sup>th</sup> grade standards!

Hi...,

Sure, I can do that. I do the lesson. Are they familiar with APA? Middle and High school use MLA, so just want to be sure you want APA. Do you want print and web resources? I can create a collection in Destiny Discover that they can use.

Hey...,

... asked me to provide you some idea of things I have done with first grade. Here is a list of some of the things. I am always happy to meet with you and hear what you have in your mind's eye and then coming up with a plan to make it happen. I am awaiting a set of iPads so that I can come into classes with mine and using yours, the whole class will be able to have one to work with. Please let me know if you would like me to come to planning sometime to discuss any of this, or if you would like to meet individually that would be great too. Working in your classroom with teachers and the kids is the thing I love best.

**MyStory app** to create ebooks. Students type in text, illustrate, and narrate their work. Can be done with any published piece. Last year our K.5 class used MyStory to publish their animal projects. First grade used it to publish their narratives.

**Touchcast** – Create green screen videos to present projects.

**Adobe Spark** – Create video presentations using pictures, text, and narration. First grade used this for many activities, but the kids had a lot of fun creating book reviews/trailers. Also used this for poetry. Students illustrated a poem based on what imagery they thought of, typed in text, and narrated. Good for speaking standards.

**Skitch** – Take a photo and mark it up. Used this with first grade for labeling continents and oceans, nonfiction text features, creating how to images etc.

**ChatterPix** – Can use to take a picture of a character in the text and have them retell their side of the story. Used with fractured fairy tales with 1<sup>st</sup> grade last year.

**Thinglink** – Students take a picture and then embed links that explain details of the picture. They create an interactive image. Example: make a collage of their SS people and then recorded how things were different then compared to now. A recording for each person. (Example of what it looks like. Used this for 5<sup>th</sup> grade science <https://www.thinglink.com/scene/743868695205380098> )

**Explain Everything** – Basically an interactive whiteboard that kids can use to diagram, solve, etc and then explain their thinking. Had kids take a picture of a math model and then label and explain their thinking.

**Padlet** – An online post-it board. Pose questions; students respond with their thinking. It populates on an online bulletin board. Fun, engages the kids. Good for hooks with introducing content. Can embed pictures and links.

**Kahoot** – Great review and formative assessment tool that is a game like format.

**NearPod** – Created learning activities that engage the kids because they all have their own iPad to respond on. Can have questions embedded, they can draw, write, etc. Can be teacher or student paced. The program gathers the data so you can use it for centers and the kids are accountable because you can see what they have done. Good also for whole group to keep students focused on mini-lesson or in small group situations. Used a lot in math and science. Have a special subscription with virtual reality.

**ReCap That** – Another accountability program. Teachers create video lessons, journeys, and questions. Students respond through recording, video, selecting answers.

## Mid-Year Formative

In this example, the headers are information that was requested by the evaluator for the mid-year formative assessment and conference. The bullet points are items that the library media specialist wanted to discuss and provide evidences of, if needed.

### Lessons you've taught

- Sphero introduction with 5<sup>th</sup> grade
- Book emoji/book tasting/book talks/walks
- Bee bots (work with the math teachers)
- Sight word search K/1
- CDL research resources/groups and databases 3<sup>rd</sup>-5<sup>th</sup>
- Green screen lessons and used for small groups (5<sup>th</sup>)/Bald Eagle research (K)
- 3<sup>rd</sup> grade lunch bunch/ and adding 5<sup>th</sup> grade bookclub for boys

### Collaboration process with teachers

- Attend team meetings and PLC meetings
- Via E-mail
- Use/toss method to entice
- Spread word of mouth 4<sup>th</sup>, 5<sup>th</sup>, etc.
- Meeting before and after school
- Going into classrooms when my space isn't available

### Thoughts for future lessons and moving learning commons forward

- Small group focus (bookclub format moving forward)
- More informal booktalks/reading promotions
- Physical space still in the process (moving the teaching space and reading area)
- Small group/patron number checks

### Anything else you would like to discuss.

- Budget: maker items?
  - o Makerspace concentration?
  - o Green screen area?
  - o Broadcast room/IPTV
- Goal: numbers of lessons (10% increase 266, last year 242)
  - o Currently: 154 as of December
- More PD opportunities with staff: similar to lunch and learn
- Professionalism: GAETC and Children's conference, BLT, School Council, mentor media specialist, MLT (media leadership team member), CCALMS (Cobb County Association of Library Media Specialists) President
- Genrefication stats compare to last year
- Beginning chapter book section?

# SLEI Documentation: Blog

<http://www.cobblearning.net/charpin/>

## Harpin's Biblio-Techa Take a look, its in a book! (or on a website...)

Resources-Students   Presentation Tools   Resources-Teachers   Calendar   Resources-Parents   Wish Lists   MakerSpace   Maverick Makers

**FOLLOW:**   MAV BLOCK / PHOTO EDITING   0   **MORE**

**NEXT STORY**  
6th Grade Website Evaluation >

**PREVIOUS STORY**  
< Mav Block Valentines Digital Breakouts



Use the link above to access the McClure Middle School Destiny Library Catalog. At home, you will need your student ID number & password (0365 password) in order to gain access to these resources.

### Mav Block Photo Editing

BY [MRS. HARPIN](#) · FEBRUARY 26, 2019

#### Option 1 (no green screen needed)



**How to Virtually Place Yourself in Front of Any Landmark With**



**2019 Reading Challenge**  
C has read 20 books toward their goal of 36 books.  
36 (55%) of 20  
[view books](#)

**C's bookshelf: read**  
 **Genesis** ★★★★★  
Begins Again  
by Alicia D. Williams  
This book broke my heart and

## SLEI Documentation: Social Media

Twitter: @embrown1621

 **Emily Brown** 603 Tweets Following

Media Specialist at Baker Elementary School, Microsoft Innovative Educator, Nearpod Pioneer and Certified Trainer, Certified BrainPOP educator

 Joined August 2012

**251** Following **305** Followers

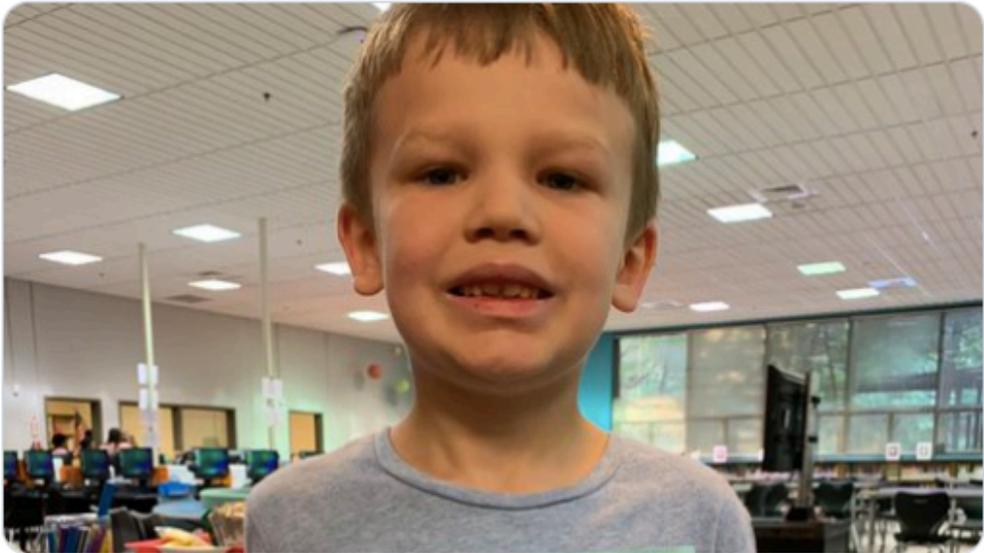
 Followed by OverdueLibTalk, Kathleen Hodges, and 47 others you follow

**Tweets**    Tweets & replies    Media    Likes

---

 **Emily Brown** @embrown1621 · 23h 

Our first blue ticket winner!! He checked out two books yesterday and each book had a little note from me! [@bakerelembears](#) [#learnGROWlead](#) [#cobbLMS](#)



  1  12 