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Role Definition and Procedures and Evaluating the High School Librarian

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ROLE DEFINITION AND PROCEDURES

FOR EVALUATING THE HIGH SCHOOL LIBRARIAN

BY

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ABSTRACT

In 1984 the Missouri Committee for Performance Based Evaluation together with the Missouri Association of School Librarians developed criteria for evaluating the school librarian. The model consists of 20 criteria with descriptors that are appropriate to the responsibilities of the librarian. It was recommended by the committee that all school districts in Missouri adopt or adapt this method for evaluating the librarians in their schools. The purpose of this study was to determine how many school districts in St. Louis County evaluate librarians according to the Missouri Performance Based Evaluation for Librarians, and if not by this method, what methods were used.

In November, 1986 a letter was mailed to one head librarian in each of the 23 school districts in St. Louis County requesting information regarding forms and procedures for evaluating the librarians in their school districts. Follow-up phone calls were made in December, and by the end of that month, information had been received from 19 of the 23 school districts.

It was found that 12 school districts in St. Louis County evaluated the librarian on an evaluation form designed specifically for the school librarian. Seven of

these 12 districts evaluated the school librarian according to the Missouri Performance Based Evaluation for Librarians format recommended by the state. Based on the returns of 19 school districts, it appeared that half the librarians in St. Louis County school districts were evaluated according to a form specifically designed to cover the responsibilities of the school librarian.

The remaining seven districts which continued to evaluate the librarian according to a teacher evaluation form or not at all, seemed to be failing to recognize the varied responsibilities and the unique role of the school librarian in the total school program.

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CHAPTER I

Introduction

In the keynote address to the 1984 Conference of the International Association of School Librarianship, Ken Haycock (1985), past-president of the Canadian School Library Association, spoke of the concern for role definition of the school librarian:

We have been successful in building facilities and collecting and organizing materials, but we have been less successful in developing an awareness and understanding of the role of the school librarian as a professional teacher, as an equal partner in the educational enterprise, and in developing strong support for that position (p.102).

The rapid changes seen in the area of the media center during the past ten years have resulted in confusion among the principal, teacher, and the librarian as to the role of the media specialist in education. While the principal is considered to be the most important factor in the development of an effective library program, administrators do not have consistent expectations of head librarians. In a study of 34 high school administrators in Houston, Texas by Mugnier, (1979), it was found that none of the administrators had participated in the development of the media center in their school, none had seen the national standards for school librarians, and none remembered a study of the media center as a part of their professional training.

Many principals are highly consistent in their view that the librarian plays an important role in the curriculum planning of the school, but cannot, in detail, describe specifically what the role of the librarian should be (Pfister & Towle, 1983). Traditionally administrators view the librarian as many teachers do. In the case of an elementary principal, the librarian may be seen as vital to ensuring that the classroom teachers receive the guaranteed number of planning periods based upon specially scheduled library classes. He may evaluate the librarian on the basis of how neat in appearance the library is kept, how quiet it is on any given occasion, and how much use it receives by the students (Grazier, 1976).

In the Mugnier study (1979), principals interviewed regarding their perceptions of the school librarian frequently found them to be seriously lacking in personal drive and charisma. They expected librarians to play a major assertive role in breaking down barriers that resulted in misconceptions regarding the librarian. These barriers included:

1. Teacher resentment of the librarian's attempt to play a greater part in curriculum planning.
2. Being viewed as a source of competition for funds.
3. The stereotyped image of librarians.
4. Pressure from groups to eliminate "educational frills" considered by some to mean the library.

Comments from principals and superintendents from school districts all of which had received national recognition for excellence in education, provided some interesting insight into their perceptions of the school librarian (Mugnier, 1979). These comments included:

I have been toying with the idea of a learning resource center that would replace the classroom altogether.

We expect them (librarians) to determine how best to serve those who will never learn from the printed page.

We would like them to be involved in curriculum planning, especially in alternative education.

Too often they do not know the curriculum, do not know the administrative role they should play.

Librarians seem to be very insecure. They are not familiar enough with the curriculum areas.

They should bring different abilities (into the school) than the classroom teacher. We hire them to provide diversity, not more of the same (p. 21).

Teachers seem to view the librarian as a master of clerical and technical duties who manages the media center and supplements instruction. The lack of a self-defined job description often causes teachers to view the job of the media specialist with envy--no lesson plans, no papers to grade, and no grades to average. Often teachers resent librarians whom they see as doing little more than keeping order on the shelves and silence in the library (Grazier, 1976).

But the role of the librarian is a complex one involving many aspects of the total school curriculum. In a study by Mahajerin and Smith (1981) on the role of the librarian, a list of criteria was devised that included a wide range of duties that a school librarian performs. The list included:

1. Plans, manages, and evaluates the school media program.
2. Is an open, caring person; good personal relationships.
3. Works toward achieving standards of the American Library Association.
4. Provides leadership of school materials selection policy.
5. Promotes varied interests of students in instructional program.
6. Works as a team member with teachers on selecting materials.
7. Is systematic, deliberate, and methodical in operations.
8. Is present in the media center all day.
9. Keeps media center open continuously.
10. Has an equal voice in curriculum goals.
11. Provides assistance in use of computer-based materials.
12. Has an equal voice in the design and location of the media center.
13. Assists teachers in conducting research.
14. Attends curriculum meetings to suggest learning materials.
15. Provides for planned activities for student social, emotional growth.

16. Is assertive, dynamic, and takes initiative in personal relations.
17. Supports the development of district and regional networks
18. Attends and actively participates in professional meetings.
19. Assists teachers in selection and use of televised materials.
20. Teachers library skills.

One possible explanation for the lack of a clearly defined role for the librarian might involve the drastic change in school philosophy and organization that has taken place in education. The result has been the shift from the librarian's traditional role as teacher-centered to a learner-centered one. And while the librarian is clearly also a teacher, the traditional teacher evaluations are no longer appropriate in evaluating the many tasks the school librarian must perform.

But the confusion over evaluation procedures is certainly not just limited to the librarian. During the past few years, major changes have occurred in evaluation philosophies. Largely due to the monetary crunch felt in most school districts, evaluation now seems to be viewed as a criterion for promotion, salary advancement, tenure, and even grounds for dismissal of teachers (Grazier, 1985). Publications calling for reforms and higher standards in the public school systems of America have indicated a need for recruiting better students into the teaching profession, better training of teachers, and improved methods of

supervising and evaluating practicing teachers. A Nation at Risk, a report which resulted from a Presidential Committee appointed to review public schools in the United States, recommends:

Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teaching preparation programs should be judged by how well their graduates meet these criteria (National Committee on Excellence in Education, 1983, p.30).

The public wants evidence that teachers are effective in their jobs or that efforts are being made to either improve their performance or remove them. In an attempt to hold teachers accountable for performance and effectiveness, various proposals for teacher evaluation and minimum competency testing have been adopted by boards of education and state legislatures (Webb, 1983). While most educators agree that teacher evaluation is important to ensure good teaching, the procedure for evaluation is highly controversial. One major problem is that there is no clear definition of what characterizes an effective teacher, and consequently, no definitive measure for evaluation.

Instruments for evaluation are available commercially, but schools generally try to develop standards that will

meet the needs for their individual districts. While evaluation forms vary widely from district to district, the Missouri Performance Based Teacher Guidelines, a handbook developed by the Missouri Performance Based Teacher Evaluation Committee in 1983, provides for the improvement of teacher instruction. (A copy of these materials can be found in Appendix C). This newly adopted system identifies job-related criteria. Expectations and responsibilities of the teacher are clearly defined in the instrument, rather than providing only a checklist to let teachers know what they are doing wrong. In developing this evaluation procedure Dr. Turner Tyson, assistant director of teacher certification for the Department of Elementary and Secondary Education and chairman of the Performance Based Teacher Evaluation Committee realized after investigating evaluation procedures in other states, that a need existed for common procedure and process for performing evaluation (Missouri Schools, 1984). The 19 criteria developed by the Performance Based Teacher Evaluation Committee and adopted by the Missouri Legislature are probably representative of most evaluation instruments. The 19 criteria include:

1. Demonstrates appropriate preparation for classroom instruction.
2. Implements a variety of effective teaching techniques.
3. Provides opportunities for individual differences.

4. Implements instructional objectives effectively.
5. Demonstrates a knowledge of subject matter.
6. Uses a variety of teaching materials effectively.
7. Uses instructional time effectively.
8. Demonstrates ability to motivate students.
9. Demonstrates ability to communicate effectively with students.
10. Provides students with specific evaluation feedback.
11. Organizes classroom environment to promote learning.
12. Manages student behavior in a constructive manner.
13. Demonstrates positive interpersonal relations with students.
14. Demonstrates positive interpersonal relations with parents/patrons.
15. Demonstrates positive interpersonal relations with the educational staff.
16. Participates in professional growth activities.
17. Follows the policies and procedures for the school district.
18. Assumes responsibilities outside of the classroom as they relate to the school.
19. Demonstrates a sense of professional responsibility.

While most of these criteria could also apply in some way to the school librarian, the list is very broad and in no way focuses on the specific duties of the librarian. Nevertheless, many school districts use the forms developed from this list to evaluate the librarian. As a result, an evaluation conference between the principal and librarian, when based upon such a general teacher evaluation

instrument, results in the principal's having to write "not applicable" for many criteria.

The problem of providing more effective evaluation procedures for the school librarian involves two basic questions: What performance items and evidence of performance are appropriate for evaluating the librarian and what procedures should be followed to successfully involve the librarian and principal in the evaluation process? Seeing the need for a specific librarian evaluation instrument to resolve questions such as these, in 1984 Missouri's Statewide Committee on Performance Based Evaluation developed criteria to be used for evaluating the school librarian. These criteria are an extension of the performance based teacher evaluation procedure. The specific descriptors originated from committees of the Missouri Association of School Librarians. A copy of these materials can be found in Appendix B.

Rationale

It is apparent that there is a need for an effective evaluation procedure tailor-made to the specific duties of a school librarian. Too many of the evaluation procedures tend to emphasize the traditional classroom observation approach, which is not appropriate for most of the work done by the school librarian. To be treated fairly and evaluated effectively, librarians must be evaluated in terms of the

full range of their activities and responsibilities. Such an evaluation system would increase the morale of the librarian by recognizing that he/she plays an important and unique part in the total operation of the school program.

With the adoption and recommendation for use of the Missouri Performance Based Evaluation for Librarians, a standard guideline is now available for use in all school districts of Missouri, one that provides detailed criteria and descriptors of the responsibilities of the school librarian. Since this process is now available for use by any school district to develop or adapt to fit individual needs, it was the purpose of this study to determine which school districts in St. Louis County evaluate the school librarian according to the Missouri Performance Based Evaluation for Librarians, and if not according to this method, what other methods were used.

Summary

There exists today a serious lack of communication between librarians and principals regarding what the role of the librarian should be. Because there is no clearly defined role, many school districts provide no specific method for evaluating the librarian. While both the librarian and the principal want to do a good job, there is no clear guideline as to how or what the librarian should

contribute to the total school program. The process for evaluating school faculty members has primarily been aimed at classroom teaching performance, resulting in the fact that the school librarian must go through the same process of evaluation and meet the same standards set for teachers. The adoption of the Missouri Performance Based Evaluation for Librarians which provides specific criteria related to the responsibilities of the school librarian, is a positive step towards recognizing the unique role the librarian plays in the total school program.

CHAPTER II

Review of Literature

Background and History

The need to identify the role of the school librarian becomes even more apparent when examining research into this subject. For over half a century the school librarian has been described as an instructional leader, curriculum consultant, and resource consultant. References in textbooks from the 1930's and 1940's indicate the need for a librarian in the school program. But not until the 1950's, specifically with the launching of Sputnik in 1957, were cries for excellence in education heard across the country. Suddenly federal funds were made available and the school library became a resource center, not simply a place to keep books. The school librarian began to take on a greater role in instruction, reflecting the changes that were occurring in the basic philosophy of education. The most important changes that affected the school librarian involved the emphasis upon the child as an individual, recognition of individual differences, the use of resources for information, and the idea of small-group learning activities (Craver, 1986).

In an article published in 1958, a recommendation was made that clearly defined the instructional role of the school librarian in relation to the faculty and administration. The writer recommended that principals, teachers, and librarians get together to develop a program in which library instruction skills would be incorporated into every subject area (Ahlers, 1958).

By the end of the 1950's , audiovisual materials were being introduced into the curriculum, and the library was no longer being used simply as a study hall. Thus progress was being made towards establishing the role of the librarian as a definite part of the instructional program. The American Association of School Librarians acknowledged this role of defining the school library as a center for print and nonprint instructional materials and the school librarian as "coordinator, consultant and supervisor of instructional materials" (Gates, 1968).

During the 1960's the role of the librarian as an instructor seemed to evolve more rapidly than it did in the 1950s. This was probably due to the enormous changes in education during this time, the variety of curriculum changes offering fine arts and vocational education in addition to the traditional subjects. Librarians began to take a more active role in the school curriculum. Preparing teaching material, in-service education for teachers, and evaluation

of the use of instructional materials all became part of the librarian's responsibility.

In the late 1960's the American Association of School Librarians and the National Education Association recommended the concept of the school library as a media center, a recommendation which greatly contributed to the changing instructional role of the school librarian, henceforth to be known as the school library media specialist (American Association of School Librarians, 1960).

Economic problems as well as a country faced with a serious energy shortage found the education system a target for criticism during the 1970's. Cries for higher student achievement and back to basics were met by schools having to reexamine their goals. Librarians were asked to provide more instruction of research skills, and greater use of audiovisual materials. New standards set by the American Association of School Librarians served to elevate the instructional role of the librarian by recommending the school librarian plan and participate in school curriculum development.

But studies made during this period showed that while in theory the role of the school librarian had drastically changed, the actual role as viewed by teachers and principals remained that of a traditional one. In one study it was

found that among 450 teachers and administrators surveyed to determine which roles of the school librarian were most valued, the most accepted role concerned providing information services (Kerr, 1977). As a result by the end of the 1970's, the role of the school librarian had in theory been elevated to one of prominence in the school program, but in practice this did not seem to be the case.

The role of the school librarian in the 1980s continues to adjust to the constant changes seen in the schools. The declining enrollments, enormous dropout rate, one-parent families, computer revolution in the school programs, overall disillusionment with education, are all problems facing schools everywhere today. The school librarian, just like any other school faculty member, has to deal with these problems which involve further changes in the role of the librarian. The introduction of the computer into the schools and the vast technology involved has presented the school librarian with a new set of problems and a new role to fulfill. In many instances the school librarian is expected not only to provide computer software, but to help design teaching units that will incorporate the computer into the curriculum.

Determining the Role of the Librarian

Many educators today still view the role of the school librarian as that of the traditional one--dispenser of printed material, organizer of the collection, with many clerical duties. He/she responds to specific requests by teachers for material to supplement the teaching program, is perceived as a valuable part of the educational program, and occasionally is invited to take part in curriculum planning and evaluating (Grazier, 1976).

Librarians appear to be a "lonely bunch" according to a study by Pfister and Towle (1983) of 14 schools in four Florida school districts. This study found librarians felt isolated from the rest of the staff and were not knowledgeable about what services their colleagues in other schools provided. The lack of clearly stated role objectives was apparent in the views as expressed by principals and other administrators involved in this study. While both principals and even school board members expected and demanded quality media programs in their schools, neither could describe what these programs should be. This made requests by librarians for larger budgets hard to justify since library objectives were not clearly stated or understood. Principals who met only once or twice a year with the librarian made any possibility of her understanding

what was expected almost impossible. Such isolation prohibited the librarian's taking part in curriculum planning with other librarians or with classroom teachers.

Research into the role of the librarian as perceived by other school personnel was first done in the 1960s, when evaluation procedures for librarians began to gain acceptance. Studies then, as those today, focused on general roles of the media specialist (Mohajerin & Smith, 1981).

These studies included:

1. Values and work satisfaction of the librarian and the relationship of these factors to the media.
2. How media specialists, teachers, and principals rated the importance of tasks.
3. The school superintendent's perceptions of the school media program.
4. How media specialists perceived themselves.
5. Agreement between media specialists and teachers regarding the use of instructional technology in reading.
6. Conceptual differences between the school librarian and the audiovisualists.

The majority of these studies used survey questionnaires. The results of the various studies show how long there has been a need to educate teachers and administrators regarding the role expectations of the school librarian and the total library program. Wilson (cited in Mohajerin & Smith, 1981) reported on the role of the librarian and found little agreement among respondents as to

role expectations. Her study showed principals to have a broader concept of the role of the librarian than teachers had.

Pemberton and Smith (cited in Mohajerin & Smith, 1981) also used a questionnaire to survey two school districts in Georgia regarding the role of the librarian and found that while administrators and librarians generally agreed on the role, teachers did not. The greatest differences found in role perceptions between teachers and librarians were in the areas of curriculum and instructional planning, guidance for teachers and students in selection, use of materials, and team-planning role with the faculty.

The findings of these studies agree with more recent investigations into the role of the librarian as perceived by school personnel. Research by Stead and Scamell (1980) involved a questionnaire submitted to 72 librarians to determine the measure of role conflict, role ambiguity, and job satisfaction. The results showed that role ambiguity and conflict were related to the overall job satisfaction of librarians.

A study of 24 librarians in Alabama by Mohajerin and Smith (1981) presented a set of 70 items representative of six major categories appropriate for the functions of the school librarian. The purpose of the study was to develop

and evaluate an attitude questionnaire regarding the role expectations of the school librarian as held by school principals, librarians, teachers, and library media educators. The six categories were:

1. Personal, progressional role
2. Scope and access of program
3. Power and participation of the librarian in school program
4. Activist role
5. Leadership role
6. Instructional role

Approximately 380 forms were distributed and 220 were returned. Of these, 170 were used for analysis. The results were used to compute factor scores and then comparisons were made among the four educator groups and against the independent variables of level of teaching, education degree attained, and years of teaching experience.

On Factor 1 it was found that media educators differed from librarians with regard to the personal and professional role of the librarian. This factor was viewed more negatively by media educators than by librarians.

With regard to Factor 2, scope and access of program, significant differences between media educators and each of the other three groups existed. Media educator perceptions were strongly negative on this factor, while librarians were

highly positive.

On Factor 3, power of participation, the media educators differed from the group of principals surveyed. The fact that principals and librarians differed on the power of participation of the school librarian was not a surprising finding.

No differences of any significance were noted on either Factors 4 or 6, the activist and instructional role. In Factor 5 dealing with leadership role, differences between media educators and teachers were noted.

Differences among the five teaching levels were also analyzed and it was found that on Factor 1 differences were noted between higher educators and high school teachers and between higher educators and K-12 teachers. On Factor 2 the higher educators differed with each of the elementary, high school, and K-12 groups. On Factor 3, higher educators differed from high school teachers. Higher educators also differed from elementary teachers and from high school teachers on Factor 5. Again, on Factor 6 the higher educators again differed with all other groups. The pattern showed that the higher educators differed negatively in their perceptions more so than any other group. This also held true for the results comparing differences among degree levels, but no significant difference was noted to years of educational experience.

A possible explanation for the fact that the media educators' perceptions of the librarian's role differed from the other groups might be that media educators in higher institutions were conscious of the expectations for greater status among school librarians, and perceived these expectations differently than did practicing librarians, principals, and teachers.

Research into the perceived role of the school librarian reveals a slow pattern in the change of attitudes by all types of educators, including the librarian him/herself. Results of surveys indicate the need for role clarifications that better describe the many aspects of today's librarian. In order to recognize the role of the school librarian, certain competencies must first be recognized. According to Davies (cited in Mohajerin & Smith, 1982) these include:

1. Knowledge of teaching methods, and skills of librarianship
2. Knowledge of subjects, curriculum design and interaction of the two
3. Knowledge of how to select, organize, and administer media materials and equipment
4. Knowledge in depth of all media content
5. Knowledge of how to integrate the services of the media center into the total school program
6. Knowledge of the science and art of communication
7. Knowledge of how to make instructional technology a viable art (p.154)

Problems and Limitations of
Current Practices in Evaluation

The first and most fundamental barrier to evaluation is that it is frequently viewed by the person being evaluated as a threat (DeProspero, 1975). For many, the concept of evaluation is perceived as an emotional and personally threatening ordeal. Often, with good reason, the individual being evaluated views the evaluator as critically looking at his performance and that the evaluation will be negative. The result is an unhealthy situation, often with both parties not being honest, and harboring deep feelings of animosity.

Shortcomings in evaluation are further hindered by the measurement factor demanded by some administrators to be a valid indicator of performance. In the case of the librarian, such items of measurement have often been circulation figures, number of students who use the library, and the number of new books purchased. While such figures are required from the librarian to comply with state standards, they do not reflect the total performance of the librarian.

Libraries rather than librarians are often judged by the concept that quantity is equal to quality. The greater the resources, student count, and circulation number, the better must be the overall quality of the library. Because of the

tight monetary crunch felt by school districts, legislatures and school boards are increasingly demanding better and more explicit documentation of library records as a justification not only for increased revenue, but to maintain current levels of resource support (DeProspero, 1975).

Another barrier to effective evaluation is that an evaluation serves several purposes that at times might contradict each other. The person being evaluated may see the procedure as routine, one that will have little if any influence on his salary, promotion possibilities, or status on the faculty. The evaluator may see the evaluation as a means of improving a particular individual's performance. Because an evaluation is done just once or twice a year, it may not serve its purpose and is viewed by some as not worth the time, money, and emotion involved (DeProspero, 1975).

Most evaluation instruments used today are judgmental (Pfister & Towle, 1983), not specifying role objectives of the media specialist as discussed earlier. Three additional problems with evaluation procedures are that they are not job specific, they are not perceived as valid, and they rely heavily on traits for evaluation. Job specific refers to the fact that most evaluation instruments for librarians are too general. Librarians are often evaluated according to the

same form used for classroom teachers which list many items that in no way apply to the librarian. Even districts that do provide an evaluation form designed for the librarian still have a problem with the specific job description. Items that would apply to an elementary librarian would frequently conflict with the tasks of the high school librarian.

The validity of items appraised on an evaluation is another limitation to effective evaluation. Criteria used are often based on professional standard statements that neither the administrator nor media specialist perceive as essential in their school. In Pfister and Towle's (1983) study of essential competencies in Florida, it was found that only 21 of 62 librarian competencies were considered essential by a stratified random sample of teachers, principals, and librarians.

Evaluation forms that use traits as measurement rather than observable characteristics are not reliable. Words such as commitment, creativity, loyalty, and initiative are not easily defined in observable patterns of performance. Appraisal items need to be clearly defined and understood so both the media specialist and the evaluator have a clear understanding of the goals and the expected job performance.

In order to determine the current status of the

evaluation procedures for the school librarian, a recent survey by Coleman and Turner (1986) was conducted of all 50 state education agencies. Responses were received from 43 states for an 86 percent return rate. Approximately one-third of the state education agencies had recommended or mandated forms for the evaluation of the school librarian. Nineteen states indicated no plans for recommending evaluation procedures for librarians. Of the 75 percent who now have or are developing librarian evaluation procedures, all indicated that the main purpose of evaluation was to improve the performance of the librarian. The remainder indicated the evaluation was intended to document decisions regarding personnel retention or termination, and the awarding of merit pay.

Some states provided for no flexibility whatsoever on the local level, but specifically outlined the evaluation procedures. On the other hand, other states provided broad general guidelines to be adapted as school districts found necessary. Other districts were required to develop their own evaluation criteria that then had to be approved by the state education agency. Of particular interest was the fact that 40 percent of the respondents that had evaluation forms said that the form used to evaluate the librarian was the same as that used to evaluate the classroom teacher.

In states currently developing an evaluation procedure, school librarians were involved in designing the evaluation forms. While these already included a description of the work performed by the school librarian, many did not clearly present the role of the librarian. Most covered a variety of areas found in the library program such as reading promotion, library skills, and managing the library collection (Coleman and Turner, 1986).

Alternatives to Evaluation

Mendiville and Lukenbill (1975) suggested the concept of Organizational Development as an alternative to the traditional teacher evaluation procedure. Organizational Development is the concept of identifying and diagnosing problems based on data generated from within an organization. According to their article, the Organization Development takes a more constructive approach and is less threatening and judgmental than many evaluation procedures. At the same time it can improve both efficiency and teacher effectiveness. In using the Organizational Development method, the term "intervention" is used for the introduction of Organizational Development into a system, referred to as the "clients". An outside expert, or practitioner, conducts the intervention process. The idea of the Organization Development could be used for the librarian because it deals

with changing beliefs, attitudes, and structures so it can better handle new technology and changes in the library. Because the Organization Development method is a highly psychological one, it would be beneficial in resolving role conflict among individuals. Teachers who perceive the librarian differently than the librarian perceives him/herself cause an emotionally charged environment that will not change until the conflict has been resolved.

Other features important for the Organization Development process are goal setting and planning. According to the Organization Development idea, the more people that are involved in setting goals for an organization, the greater the chances are for achieving those goals. A work team concept is used to set these goals which may include changing beliefs, traits, or relationships within the team. Skills involving communication, listening, and dealing with people are discussed by the teams with the objective being for the individual team members to examine their own personal theories about their colleagues and the organization. These skills and training incorporated into a staff development approach to evaluation are:

1. The total organizations works toward the planned objectives.
2. Tasks are assigned according to need.
3. Decisions are made near the sources of information

4. The reward system is based upon production performance.
5. Feelings are openly shared.
6. Conflicts are resolved by problem-solving methods.
7. The organization is an "open-system".
8. Individuals and groups learn from their own experiences which are shared with the groups (Mendiville & Lukenbill, 1975).

The authors recognize the problems the Organization Development process would present in the school environment. The lack of clear role distinction between the teacher, the principal, and the media specialist results in their acting independently of each other, thereby preventing the fundamental idea in Organization Development of open and frank problem solving through interaction. A substantial expense is also involved in adapting the Organization Development system and this also poses problems for school districts most of which are hard-pressed for finances. The concept of the Organization Development also involves a considerable amount of planning and training to implement the program, all of which takes time, another commodity schools do not have in abundance.

Suggested Methods for
Evaluating the Librarian

In 1971 an article by Johnson and Sloan in the Harvard Business Review outlined four major trends in evaluation procedures:

1. Traditional views have been expanded to include the functions of the individual in the total program.
2. Evaluations are being used more for planning than for performance control.
3. Supervisory rather than nonsupervisory personnel are doing the evaluating.
4. Research into evaluation methods has led to more sophisticated procedures.

Sixteen years later, examination of the literature on evaluation indicates these trends still hold true, but regardless of the evaluation method used, the evaluation model itself should possess certain characteristics. First, the model should state in clear language as many measurable criteria as possible. Second, the recommendations made should be realistic, not too wide or short-ranged. Third, the information covered should relate to the entire library program, not just certain areas. Fourth, the evaluation model should be accurate to the particular school and be an improvement over previous methods of evaluation (DeProspero, 1975).

Three fundamental purposes of personnel evaluation are to improve performance, prepare a plan for future action, and

provide guidelines as to how the employee is doing (DeProspero, 1971). A program to achieve these objectives might include:

1. The media specialist meets with the administrator to discuss the job description and the importance of her major duties.
2. Performance goals are established.
3. The media specialist meets with the administrator to discuss these goals.
4. Ways of measuring progress towards these goals are established.
5. At the end of a specified period of time, the media specialist and the administrator again meet to discuss achievement of the goals.

While a drawback to this procedure is that a great deal of time is involved, the advantages outweigh the disadvantages. The media specialist knows the basis on which she will be evaluated, both the media specialist and the principal have agreed on the job description, targets have been set and agreed upon by both parties, and the entire evaluation procedure is one continuous process involving planning by both the media specialist and the principal.

As discussed earlier in the paper, the role of the school librarian must be clearly defined for effective evaluation to take place. To find out what roles are appropriate for school media specialists and how to evaluate these roles, Pfister & Towled (1983) surveyed administrators, principals, and media specialists in 14 schools in four

Sarasota County Florida districts. Prior to the survey a committee was appointed to develop a job description for the librarian. Throughout the 1979-1980 school year, sample job descriptions from other districts were examined, portions of which were adapted for the Sarasota County media specialists. When it was decided that the media specialist and not the program was to be evaluated, a first draft of the new procedure was sent to the five principals and the media coordinator in each district.

During the spring of 1982 all 30 school media specialists and their principals used the new evaluation instrument and were asked to choose three items they considered essential in the job of the media specialist. One of the most favorable comments from the media specialist and principals was how effective the new evaluation was in promoting conversation during the conference. Areas identified as needing improvement were discussed without offense by either participant. The evaluation form also proved helpful for the principal who could use it as a guide when interviewing prospective media specialists.

School principals gained a better understanding of the roles and functions of a librarian and became more aware of problems he/she might encounter. The following ten recommendations for school districts implementing a new evaluation instrument for librarians resulted from this

study. These recommendations were:

1. Adapt the models: Many models must be carefully examined and areas adapted to suit the needs of the individual district.
2. Provide leadership: Outside assistance should be sought from the state department of education, other districts, or universities.
3. Get support: Seek assistance from those favoring a new evaluation system.
4. Establish a district-wide time frame: Too much time will be wasted unless a specific date is set to have the test model ready.
5. Establish building level review policies: The evaluation instrument needs to be reviewed when changes in the staff occur.
6. Improve the models: Include a list of resources necessary to accomplish each duty.
7. Consider other uses for the models: The models are excellent guidelines for planning, selecting employees, and for increasing communication.
8. Examine the needs of all school personnel: Other areas of evaluation often neglected include guidance counselors and music teachers who also would benefit from revised evaluation methods.
9. Provide inservice training: The actual techniques for evaluating should be reviewed and improvements made.
10. Examine the reward structure: Ideally, merit pay should be related to job performance and goal accomplishment. Principals should be rewarded for conscientiously working with the media specialist to set goals to improve the media program (Pfister & Towle, 1983, p. 118, 119).

Another study that was also done in Florida was conducted for the purpose of improving evaluation procedures

of librarians (Pfister, Sprimont, & Vincelette, 1986). Prior to this study librarians in Pasco county were evaluated on a classroom teacher's evaluation form. A draft stating major missions with supporting goal statements was written and sent to all principals and librarians in the county. After revisions were made, the committee developed a performance appraisal instrument for librarians.

Performance evaluation is a diagnostic process that involves objectives and self-evaluation. The main features of performance evaluation include:

1. Job clarification, definition, and description
2. Establishment of job targets of goals
3. Plan of implementation of the goals
4. Agreement on method for measuring effectiveness
5. Developing a method for assessing the data
6. Follow-up conferences (Fast, 1974)

One goal of performance evaluation is to improve instruction rather than rating an individual's characteristics. The principal oversees the librarian and frequent conferences are held to compare ideas about job targets or goals. Suggestions are made for improvement or modification of goals, rather than pointing out only areas marked as unsatisfactory.

Performance evaluation has been adopted by many school

districts because of the built-in motivational aspects of the program. The New England School Library Association compiled a list of guiding principles for the purpose of designing an inservice program for librarians. These principles included:

1. Staff development must be a continuous process because of the constant changes that take place in every area of education.
2. Participants in performance evaluation should play an active part in determining their roles and assessing needs.
3. There should be a mixture of planned group activities and self-instructional materials that expose all areas of learning.
4. A variety of methods should be available to allow participants to choose the technique for measurement best suited to them.
5. Ongoing evaluation allows for feedback to be used as a guide in making changes in the programs.
6. The programs for designing staff development or performance evaluation should provide release time so as many staff members as possible can participate (Fast, 1974).

Similarly the Missouri Association of School Librarians has recommended a list of criteria based on the Missouri Performance Based Evaluation for teachers, but adjusted to the tasks of the librarian; their criteria are:

1. Recognizes the critical role of information retrieval in the future of education.
2. Establishes and maintains an environment in which students and staff can work at productive levels.
3. Manages student behavior in a constructive manner.

4. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment.
5. Prepares statistical records and reports needed to administer the library media center.
6. Trains and supervises library media center personnel to perform library duties efficiently.
7. Administers budget according to needs and objectives of the library media center within administrative guidelines.
8. Evaluates the library media center programs, services, facilities and materials to insure optimum use.
9. Uses time effectively, efficiently and professionally.
10. Exercises a leadership role and serves as a catalyst in the instructional program.
11. Plans and implements the library media center program of library skills.
12. Promotes the development of reading skills and reading appreciation.
13. Supports classroom teachers in their instructional units.
14. Provides resources for professional growth of the faculty and staff.
15. Demonstrates positive interpersonal relationships with students.
16. Demonstrates positive interpersonal relations with educational staff.
17. Demonstrates positive interpersonal relations with parents and patrons.
18. Participates in professional growth activities.

19. Follows the policies and procedures of the school district.
20. Demonstrates a sense of professional responsibility (Missouri Association of School Librarians, 1985, p.2).

During the 1984-85 school year, Missouri's statewide committee on performance based evaluation developed criteria to be used in the evaluation of librarians. The specific items identified were organized by committees from the Missouri Association of School Librarians. Each of the 20 items is followed by a descriptor, a short phrase that helps explain the meaning of the criteria. The evaluation consists of four main parts: Management and Administration, Instructional Process, Interpersonal Relationships, and Professional Responsibilities. Forms similar to those for evaluation of teachers are included for the librarian. A Pre-observation conference is held with the teacher and each of the criteria is discussed. The librarian explains what will be accomplished during the scheduled lesson at which he/she is to be observed by the principal. After the first scheduled and any unscheduled observations take place, the Formative Observation Form is filled out by the evaluator and discussed with the librarian to determine if the lesson accomplished what was planned, and if not, why not. A Job Target is filled out by the evaluator explaining areas the librarian needs to improve and procedures for improving them

The principal or evaluator discusses with and makes suggestions to the librarian. The Summative Evaluation Report lists the major performance areas and specific criteria for each one. Each criteria is rated by the evaluator according to the performance level demonstrated by the librarian. A Performance Expectation column represents the level of performance expected from the librarian. To the right of this column is the "In Addition to Performance Expectation" which represents exceptional performance. A rating below Performance Expectation should be preceded by efforts to improve performance through the use of Job Targets. A rating below Performance Expectation means criterion is not being met and plans for improvement should continue. Before rating a librarian "Below Expected Performance" the librarian must be given the opportunity to improve.

Examination of the literature on evaluation methods shows that a carefully designed and conducted evaluation procedure is important in order for the entire library program to be successful. Certain conditions must exist in order for the evaluation, and therefore the librarian, to meet the goals and the objectives planned. Evaluations should incorporate the total library program, including the effectiveness of all media personnel. Criteria for

measurement of roles should be included, and evidence should be cited to indicate how the library program and the librarian contribute to the total school program.

CHAPTER III

Methods and Procedures

The purpose of this study was to determine how librarians in St. Louis County High schools are evaluated. With the adoption and recommendation for use of the Performance Based Evaluation for Librarians format now available to all school districts in Missouri, it was the purpose of this report to determine how many St. Louis County school districts evaluate librarians according to this form, and if not by this one, how they evaluate their librarians. In order to effectively gather information to determine current practices for evaluating high school librarians in all 23 St. Louis County school districts, a letter was mailed to one high school head librarian at each of the 23 school districts. (A copy of this letter can be found in Appendix A.) In order to get the best possible response, all 23 school districts in St. Louis County were included in this study, rather than using a random sampling. The names and addresses of these librarians were obtained through the St. Louis Suburban School Librarians Association, the Media Coordinator of Pattonville School

District, and the Director of Libraries of the Mehlville School District.

The letter introduced the study and requested that a copy of the evaluation form for evaluating the high school librarian, instructions for use, and a policy statement, if available, be returned in a stamped self-addressed envelope that was included for their convenience.

The following areas were compared:

1. How many school districts in St. Louis County evaluate the librarian according to the Performance Based Evaluation for Librarians?
2. How many St. Louis County school districts evaluate the librarian by criteria designed specifically for the school librarian, but is not Performance Based?
3. How many school districts in St. Louis County evaluate librarians by the same form used to evaluate teachers?
4. Do school districts in St. Louis County provide for a definite procedure for the evaluation of the school librarian?
5. Is the school librarian evaluated by someone other than or in addition to the school principal?
6. Do the evaluation procedures provide for establishing specific goals to be completed by the librarian?
7. Are evaluation procedures related to merit pay?
8. Is there a specific purpose, or purposes, for the evaluation that is clearly stated?

CHAPTER IV

Findings

The purpose of this chapter is to present and analyze the data received regarding methods for evaluating high school librarians in St. Louis County school districts. The purpose of this study was to determine what evaluation methods were used to evaluate librarians in St. Louis County school districts.

In order to determine what methods were used, a letter was sent to one head librarian from each of the 23 school districts in St. Louis County requesting information on evaluation procedures. Approximately four weeks later information had been received from 14 of the 23 districts. At that time the remaining nine head librarians were contacted by telephone requesting the desired information. Within three days information was received from five additional head librarians for a total response of 19 out of 23 school districts, or a return of 83 percent. The four librarians who did not return an evaluation form or other meaningful information indicated on the telephone they had no information to contribute, no interest, or no time available for doing so.

Evaluation Forms

Of the 19 districts that responded, 12 or 63% indicated that librarians were evaluated on a form designed specifically for the librarian. Seven from this group indicated they were evaluated according to the Missouri Performance Based Evaluation for Librarians. This means that approximately one-third of the 19 school districts responding to this study evaluated the school librarian according to the method recommended by the Missouri Performance Based Teacher Evaluation Committee and the Missouri Association of School Librarians. The five districts which evaluated librarians according to a criteria designed for librarians (but not the Performance Based model) showed a wide variety of specific duties similar to those found on the Performance Based Evaluation. All five were organized to cover the major areas: Instructional Responsibilities, Management Responsibilities, and Professional Responsibilities. It is possible that these five districts, while not using precisely the Missouri Performance Based Instrument, have adapted it to their particular needs, as was suggested by the Missouri Performance Based Committee.

One of these five districts using evaluation forms for librarians used an evaluation containing criteria that are

highly detailed and specific. Areas such as Health and Vigor are included, with items such as "Smiles easily", "Relaxes and jokes with students", "Laughs with and not at others". Under the Instructional Materials and Equipment area, the librarian is evaluated according to whether or not "Desks are devoid of writing and graffiti".

Six school districts, or 32% of the responding 19 districts, evaluated the librarian on a teacher evaluation form. Two of these were evaluated using Missouri Performance Based Evaluation for Teachers. In all six districts, respondents indicated that "not applicable" or "not observed" was written in where necessary. The criteria for Missouri Performance Based Evaluation for Teachers is included in Appendix C.

The following criteria are representative of the other four districts which evaluated librarians on a teacher evaluation form, but one that was not the Missouri

Performance Based for Teachers:

Teaching demonstrates planned learning objectives and instruction

Consistent with student learning abilities

Establishes and maintains effective classroom discipline

Communicates effectively

Demonstrates an understanding of child development and growth

TABLE I
FORMS USED IN
EVALUATING LIBRARIANS

	NUMBER OF SCHOOL DISTRICTS	% OF SAMPLE
PERFORMANCE BASED EVALUATION FOR LIBRARIANS (MASL)	7	37%
DISTRICT LIBRARIAN EVALUATION FORM	5	26%
PERFORMANCE BASED TEACHER EVALUATION FORM	2	10%
OTHER TEACHER EVALUATION FORM	4	22%
NO EVALUATION	1	5%
TOTAL	19	100%

Implements the adopted curriculum

Notifies parents by phone, in person, or in writing regarding the pupil's academic growth, school adjustment, or failure

Reports to the principal all pupil accidents, illness, or possible drug abuse

Maintains and regularly records accurate records of pupil attendance, grades, and teacher lesson plans

Organizes and maintains the classroom in a manner that facilitates instructional and emergency procedures

Maintains record of equipment, materials, and books assigned to the teacher

Prepares seating charts, materials, and other information to be used by a substitute teacher

Remains in the classroom while pupils are present

Attends all faculty meetings unless properly excused from such attendance

One librarian responded that since their school district adopted the Missouri Performance Based Evaluation for Teachers, she had not been evaluated at all. She added the note that no one seemed to know what to do about her evaluation. Three respondents who were evaluated on a teacher evaluation form indicated they had recently been notified by their principals that the Missouri Performance Based Evaluation for Librarians was to be adopted in their district for the 1987-88 school year. Table 1 summarizes the different evaluation forms reported in this study.

Evaluation Procedures

The procedure for evaluating the librarian was identical in nine St. Louis County school districts, those that evaluate librarians by the Missouri Performance Based Evaluation for Teachers or Librarians. The format for both of these procedures can be found in Appendixes B and C. While the criteria are different for the librarian, the same procedure is followed for the librarian and teacher. This consists of a Pre-Observation Worksheet to be completed prior to the Pre-Observation Conference at which time the librarian provides the evaluator with an idea of what is to be accomplished during the lesson at which he/she is to be observed. During the scheduled observation, the evaluator takes notes and completes the Formative Observation Form. A job Target Sheet assists in identifying goals on which both the evaluator and librarian agree. Procedures for achieving these goals are outlined and discussed during the Post-Observation Conference. A target date is established at which time the evaluator will determine if the goals have been accomplished.

Three districts evaluated the librarian according to a procedure that was similar to the Missouri Performance Based Evaluation for Librarians. These districts also used the

format of the Pre-Observation Conference, and Observation Period, and a Post-Observation Conference, but it was not Performance Based. The same process was used in these districts to evaluate teachers.

In addition to the nine districts evaluating according to Missouri Performance Based Evaluation for Teachers or Librarians, four districts required objectives or goals be written by the librarian that should be met by the final evaluation conference.

Another district had the evaluator provide goals for the librarian to be discussed after the first observation. A conference is held at which time plans are implemented for meeting these goals. The librarian may add goals of her/his own. After several more observations are held, the librarian and evaluator confer to determine if both sets of goals were met.

Other districts followed a procedure similar to the one outlined for Missouri Performance Based Evaluation for Librarians and Teachers. Goals are written, target dates and methods established to meet them with a yearly conference to determine if goals have been met.

Only three districts responding indicated distinct procedures for evaluating the tenured and probationary librarian. One district evaluated the probationary

librarian twice during the first year, with both completed before March 15. Both the probationary and tenured librarian in this district were evaluated on a librarian evaluation form, but not Performance Based. The procedure consists of an informal Pre-Observation Conference, followed by two observations which must total 90 minutes for the tenured librarian, and 60 minutes for the probationary. Job Targets and follow up conferences are part of the standard procedure for both. After the first year, the probationary librarian is evaluated once each year using the same process as that for the tenured librarian. The tenured librarian is evaluated annually unless he/she has been rated less than "strong" on his/her evaluation. In this case the librarian is then evaluated as often as necessary.

Another district that provided specific procedures for the evaluation of the tenured and probationary librarian, evaluated the probationary librarian once each year until tenure is gained and evaluated the tenured librarian once every three years.

The third district provided for the probationary librarian to be evaluated every year, while the tenured librarian is evaluated every second year after gaining tenure.



In all 14 districts that responded with procedure policies for evaluation whether on a librarian form or one for teachers, the Pre-Observation visit is always agreed upon by the librarian and the evaluator, although the evaluator may observe at any other time.

In all 19 districts, librarians indicated that they were evaluated by a building principal. One librarian indicated she was also evaluated by a classroom teacher, but included no details as to how the teacher was selected to evaluate or how much influence, if any, the teacher's evaluation of the librarian might have. One tenured librarian responded that in addition to the building principal, she also was involved with the evaluation of probationary librarians.

Part of the policy of one district required that two evaluators, including a central office administrator, must agree before invoking an "Intensive Assistance" rating, which means improvement must occur within a specified time or continued employment is jeopardized.

All districts that responded with an evaluation form required the signature of the evaluator and the librarian or teacher. Four evaluation forms had a note stating that the signature of the person evaluated did not necessarily mean the person was in agreement with the evaluation. Three

other evaluation forms returned outlined the steps the librarian could follow when not in agreement with the evaluation. These steps consisted of contacting a central office administrator and requesting that he/she be evaluated by another administrator mutually agreed upon by the librarian and the central office administrator. Table 2 summarizes the various procedures followed for evaluating the school librarian as reported in this study.

Purposes of Evaluation

The primary purpose of evaluation according to the majority of evaluation forms received for this study, was to improve instruction. This was clearly stated in eight evaluation forms that were returned, and is the basic principle behind Missouri Performance Based Evaluation. But other important purposes were also stated in individual school evaluation forms. These included:

To assess and certify an acceptable level of competency in library media specialist performances

To identify possible goals for improvement for all library media specialists

To identify weaknesses in performance which must be improved

To fulfill the requirement of the Missouri State Tenure Laws

To improve the quality of library service to students

To enable the librarian to recognize her/his role in the total school program

To assist the librarian in achieving the established goals of the library

To recognize the librarian's special talents

To protect the education professional from unethical and incompetent personnel

Table 3 shows the number of school districts reporting specific purposes for evaluation. One respondent indicated her evaluation is directly related to merit pay, but as a librarian she is still evaluated on a teacher evaluation form. Additional information regarding this was requested, but never received.

TABLE 2
EVALUATION PROCEDURES

	NUMBER OF SCHOOL DISTRICTS	% OF SAMPLE		
<u>CONFERENCES</u>				
PRE-OBSERVATION	14	74%		
POST OBSERVATION	14	74%		
<u>OBSERVATIONS</u>				
PRE ARRANGED	14	74%		
UNARRANGED	14	74%		
<u>FREQUENCY</u>				
	Probationary	Tenured	Probationary	Tenured
ONCE A YEAR	5	8	26%	42%
SEMI ANNUALLY	2	0	2%	0%
EVERY 2-3 YEARS	0	7	0%	37%
NOT INDICATED	4	4	21%	21%
<u>WHO EVALUATES</u>				
PRINCIPAL	19			100%
OTHER LIBRARIAN	1			5%
TEACHERS	1			5%
STUDENTS	0			0%

TABLE 3
PURPOSES OF THE EVALUATION

	NUMBER OF SCHOOL DISTRICTS	% OF SAMPLE
IMPROVE INSTRUCTION	8	42%
MERIT PAY	1	5%
GUIDE FOR RE-EMPLOYMENT OR DISMISSAL	3	16%
IDENTIFY STRENGTHS AND WEAKNESSES	3	16%
FULFILL REQUIREMENTS OF MISSOURI STATE TENURE LAW	2	10%
IMPROVE LIBRARY SERVICE	2	10%
RECOGNIZE THE ROLE OF THE LIBRARIAN	1	5%
OTHER	7	37%

CHAPTER V

Discussion and Recommendations

The publication in 1983 of A Nation at Risk has resulted in countless calls across the nation for reform in the educational system. One area in Missouri education in which it has acted as a catalyst is the area of teacher evaluation. In 1983 Section 168.128 of the Missouri statute was added to existing statutes establishing performance based teacher evaluation programs for schools of Missouri. As a result, major changes for evaluating teachers have resulted. Changes in evaluation procedures for school librarians are also being seen in St. Louis County. So far seven school districts surveyed in this study have adopted the Performance Based Evaluation for Librarians developed by the State-wide Committee for Performance Based Evaluation and the Missouri Association of School Librarians. In addition, three more districts indicated they will use the Performance Based Evaluation for Librarians beginning with the 1987-88 school year.

It is encouraging to note the detailed descriptors included in the Performance Based Evaluation for Librarians. While only one evaluation form received in this study mentioned the words "librarians role", the descriptors in the Missouri Based Evaluation for Librarians and other

librarian evaluation forms indicate that more attention is being given to the varied responsibilities of the school librarian. Judging from the results of this study, the majority of school districts in St. Louis County seem to have recognized that, while the school librarian performs some tasks which are similar to those of the classroom teacher, there are enough additional tasks to warrant a distinctly different evaluation form.

Another encouraging characteristic of the librarian evaluation forms is that they are well organized and comprehensive in nature and tend to reinforce positive behavior change on the part of the person being evaluated. The 20 criteria included on the Missouri Performance Based Evaluation for Librarians covers the wide range of tasks the librarian must perform, and the procedure for the evaluation requires an active part from the librarian as well as the evaluator, rather than simply being a check list of what the librarian is doing right or wrong. Goals must be set within the prescribed responsibilities of the school librarian, the establishment of performance indicators and target dates are determined, and the librarian is then evaluated on the basis of whether these goals have been met. Highly detailed descriptors written precisely for the librarian make the evaluation more meaningful to the librarian and the evaluator.

In summary, twelve school districts in St. Louis County currently evaluate the librarian on an evaluation form designed specifically for the librarian, ones that appear effective and efficient for evaluating the school librarian. It is encouraging that three additional librarians indicated they will be evaluated next year on the Missouri Performance Based Evaluation for Librarians format. Based on the returns of 19 out of 23 school districts, this means that well over half of the librarians in St. Louis County school districts are now or soon will be evaluated on a specific evaluation form for librarians.

Six school districts in St. Louis County still evaluate the school librarian by the same form used to evaluate teachers. In examining these evaluation forms, it is obvious how few criteria apply to the librarian, especially when one compares them to the highly detailed criteria found on the Missouri Performance Based Evaluation for Librarians.

Recommendations

This study was limited to the amount of information that was received from the 19 librarians who returned material regarding evaluation procedures in their school districts. More details with regard to the number of times

each librarians is evaluated would have been helpful. Several respondents only briefly summarized their district's evaluation policy, not giving enough information to be very helpful to the study. While additional information was requested, it was not received in all cases.

School districts which continue to evaluate the school librarian in the same manner as a classroom teacher are failing to recognize the well deserved recognition the school librarian should have in that district. The adoption of the Missouri Performance Based Evaluation for Librarians that is now available would certainly give librarians a feeling of importance and increase their morale.

This is an opportune time for the Missouri Association of School Librarians to go one step further by determining and disseminating their definition of the role of the school librarian. With this accomplished, then the total librarian evaluation procedure can effectively describe the tasks of the school librarian as they are directly related to the role of the librarian in the total school program.

APPENDIX A

Cover Letter to Librarians

PATTONVILLE SCHOOL DISTRICT

PATTONVILLE SENIOR HIGH SCHOOL
2497 Creve Coeur Mill Road
St. Louis Co., MO 63043
(314) 739-0776

David L. Hoefakker, Principal
Arburn Tindall, Associate Principal
Tom Frick, Assistant Principal
Vincent Grippi, Assistant Principal
David Kurr, Assistant Principal
Annette Houston, Assistant Principal
Michael Black, Assistant Principal, POSITIVE School

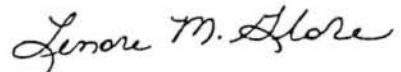
Dear Colleague,

As part of my Master's Thesis project at Lindenwood College, I am doing an analysis comparing the procedures and policies for evaluating the high school librarian in St. Louis County.

I would appreciate very much if you would send me as soon as possible a copy of the evaluation form and policy statement for evaluating the high school librarian in your school district. This information is vital in order for me to make a complete and meaningful analysis.

I have enclosed a stamped addressed envelope for your convenience. Thank you very much for your cooperation.

Sincerely,



Lenore M. Glore
Head Librarian:
Pattonville Senior High

APPENDIX B

Performance Based Evaluation For Librarians

Developed By The

Missouri Statewide Committee For

Performance Based Evaluation and

Missouri Association of School Librarians

Formative Evaluation Librarians

Three forms or instruments provide the basis for gathering information and setting goals during the formative evaluation phase. These are the Pre-Observation Worksheet, the Formative Observation Form and the Job Target Sheet. Samples of these forms are provided on the following pages.

The Pre-Observation Worksheet is completed prior to the pre-observation conference and discussed with the evaluator during the pre-observation conference. Use of this worksheet provides the evaluator with an understanding of goals and activities prior to the scheduled observation. In the case of librarians, it is important to note that many criteria relate to the establishment of direction and goals for the library programs. It is suggested that evaluators confer with librarians early in the year to discuss the goals established for these programs. This may be accomplished during the pre-observation conference prior to a scheduled observation.

During the observation, the evaluator takes sequential notes, recording specifically the activities, events and relevant statements observed. From these notes the evaluator completes the Formative Observation Form. This instrument allows the evaluator to record pertinent

information about performance criteria in a useful and logical manner. The Formative Observation Form is completed following both scheduled and unscheduled observations.

The Job Target Sheet assists in the attainment of identified goals. To complete the Job Target, the Performance area and the specific criterion statement for the desired objective should be identified. Then the desired improvement objective should be stated in terms similar to the descriptor (s) for that criterion. The procedures for achieving the objective should include the activities and responsibilities of both the librarian and evaluator. The appraisal method and target dates describe the means by which the evaluator will determine if the objective has been accomplished and the schedule for that accomplishment.

PRE-OBSERVATION WORKSHEET

Librarian

_____	_____
Librarian	Date
_____	_____
School	Period/Time

LIBRARIAN COMPLETES THIS FORM AND DISCUSSES CONTENT WITH ADMINISTRATOR PRIOR TO SCHEDULED OBSERVATION.

-
- | | |
|--|---|
| 1. What will be accomplished during this observation time? | 2. Which of the basic goals of the program will be addressed? |
|--|---|

-
- | | |
|--|--|
| 3. What specific activities will take place? | 4. Are there any special circumstances of which the evaluator should be aware? |
|--|--|

Notes:

Notes:

Librarian's Signature/Date_____
Evaluator's signature/Date

(Signatures simply imply that information has been discussed.)

FORMATIVE OBSERVATION FORM

_____ Librarian	_____ Date	_____ School
_____ Time Entered	_____ Time Leaving	_____ Observer

Performance Criteria

- a. Recognizes the critical role of information retrieval to the total education process.
- b. Establishes and maintains an environment in which students and staff can work at productive levels.
- c. Manages student behavior in a constructive manner.
- d. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment
- e. Prepares statistical records and reports needed to administer the library media center.
- f. Trains and supervises library media center personnel to perform duties efficiently.

- h. Evaluates library media center programs, services, facilities and materials to assure optimum use.
- i. Uses time effectively, efficiently and professionally.
- j. Participates in the decision making processes of the school.
- k. Exercises leadership and serves as a catalyst in the instructional program.
- l. Plans and implements the library media center program of library media skills.
- m. Promotes the development of reading skills and reading appreciation.
- n. Supports classroom teachers in their instructional units.
- o. Provides resources for professional growth of faculty and staff.
- p. Demonstrates positive interpersonal relations with students.

COMMENTS:

COMMENTS:

Librarian's Signature

Evaluator's Signature

(Signatures simply imply that information has been discussed.)

JOB TARGET SHEET

Librarian	Date	School
-----------	------	--------

1. PERFORMANCE AREA:
2. *CRITERION:
3. IMPROVEMENT OBJECTIVE(S): (Applicable descriptors and/or definable deficiencies)
4. PROCEDURES FOR ACHIEVING OBJECTIVE (S): (Explanation of librarian and administrator responsibilities)
5. APPRAISAL METHOD AND TARGET DATES:
6. LIBRARIAN'S COMMENTS:
7. EVALUATOR'S COMMENTS:

Librarian's Signature/Date	Evaluator's Signature/Date
----------------------------	----------------------------

.....

Date Objective Achieved: _____

Librarian's Signature	Evaluator's Signature
-----------------------	-----------------------

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

SUGGESTIONS FOR WRITING JOB TARGETS

- | Librarian | Date | School |
|--|------|--------|
| <p>1. PERFORMANCE AREA:
State here the performance area - Management and Administration of the Library Media Center, Instructional Process, Interpersonal Relationships or Professional Responsibilities.</p> | | |
| <p>2. *CRITERION
State a specific criterion such as "Uses time efficiently and professionally."</p> | | |
| <p>3. IMPROVEMENT OBJECTIVES(S): (Applicable descriptors and/or definable deficiencies)
State the desired objective (outcome) to be accomplished. This will often be similar to a descriptor for that criterion.</p> | | |
| <p>4. PROCEDURES FOR ACHIEVING OBJECTIVES: (Explanation of librarian and administrator responsibilities)
Provide specific statements which describe what the librarian is to do to achieve an objective and what you will do to assist. These statements define the process, the steps, and the ingredients for change.</p> | | |
| <p>5. APPRAISAL METHOD AND TARGET DATES:
How will we know when progress is made? How will we monitor that progress? At what point in time do we expect achievement of the objective or adequate progress so that a time extension is appropriate?</p> | | |
| <p>6. LIBRARIAN'S COMMENTS:
Provide the librarian with the opportunity to share his/her thoughts.</p> | | |
| <p>7. EVALUATOR'S COMMENTS:
Be positive. If appropriate, take this opportunity to reinforce the change that needs to be made and why it is appropriate.</p> | | |

 Librarian's Signature/Date

 Evaluator's Signature/Date

Date objective achieved: _____

Librarian's Signature

Evaluator's Signature

(Signatures simply imply that information has been discussed.)

*One Job Target Sheet should be used for each criterion.

SUMMATIVE EVALUATION REPORT FOR
LIBRARIANS

The Summative Evaluation Report provides a means of synthesizing information obtained during the Formative Evaluation Phase. A sample of the suggested Summative Evaluation Report is provided on the following pages. It lists the major performance areas and the specific criteria for each area. Each criterion statement is rated according to the performance level demonstrated by the librarian during the formative phase. The appropriate performance level descriptor should be circled by the evaluator to clearly identify the rating for that criterion and focus attention on that performance level.

The Performance Expectation column represents the level of performance expected of effective librarians. This is the level toward which all should strive. A rating below Performance Expectation should have been preceded by efforts to improve the performance through the use of Job Targets. A rating below Performance Expectation means the librarian is not meeting that criterion at an acceptable level, and appropriate plans for improvement should be continued.

The last column to the right should be used to comment on specific exemplary or deficient performance levels and

would be typical of only a small percentage of the criteria rated. Additional comments of a more general nature should be written by the evaluator in the closing section for "Comments".

After the Summative Evaluation Conference, the librarian may add to or comment on any of the criteria of the four general performance areas. If the librarian disagrees with the Summative Evaluation Report, the evaluation system includes an appeal process defined within district policy. A copy of the appeal must be attached to the summative Evaluation Report.

PERFORMANCE BASED EVALUATION CRITERIA

LIBRARY MEDIA SPECIALISTSI. Management and Administration of the Library MediaCenter

The Library Media Specialist:

- A. Recognizes the critical role of information retrieval in the future of education
- B. Establishes and maintains an environment in which students and staff can work at productive levels
- C. Manages student behavior in a constructive manner
- D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment
- E. Prepares statistical records and reports needed to administer the library media center
- F. Trains and supervises library media center personnel to perform duties efficiently
- G. Administers budgets according to needs and objectives of the library media center within administrative guidelines
- H. Evaluates library media center programs, services, facilities and materials to assure optimum use
- I. Uses time effectively, efficiently and professionally

II. Instructional Process

The Library Media Specialist:

- A. Exercises leadership and serves as a catalyst in the instructional program

- B. Plans and implements the library media center program of library media skills
- C. Promotes the development of reading skills and reading appreciation
- D. Supports classroom teachers in their instructional units
- E. Provides resources for professional growth of faculty and staff

III. Interpersonal Relationships

The Library Media Specialist:

- A. Demonstrates positive interpersonal relations with students
- B. Demonstrates positive interpersonal relations with educational staff
- C. Demonstrates positive interpersonal relations with parents/patrons

IV. Professional Responsibilities

The Library Media Specialist:

- A. Participates in professional growth activities
- B. Follows the policies and procedures of the school district
- C. Demonstrates a sense of professional responsibility

PERFORMANCE BASED EVALUATION
FOR LIBRARY MEDIA SPECIALIST

EVALUATION CRITERIA WITH DESCRIPTORS

I. Management and Administration of the Library Media Center

The Library Media Specialist

- A. Recognizes the critical role of information retrieval in the future of education
1. Makes long-range plans which guide the development of the library media center
 2. Encourages the use of new technologies
- B. Establishes and maintains an environment in which students and staff can work at productive levels
1. Develops and implements policies and procedures for the operation of the library media center
 2. Uses initiative to promote the flexible use of the library media center by individuals, small groups and large groups for research, browsing, recreational reading, viewing or listening
 3. Maintains the library media center in a functional, attractive and orderly environment conducive to student learning
 4. Arranges and uses space and facilities in the library media center to support objectives of the instructional program, providing areas for various types of activities
 5. Communicates health and safety needs of the library media center to the proper authorities
 6. Assumes responsibility for proper use and care of library media center facilities, materials and equipment
- C. Manages student behavior in a constructive manner
1. Promotes appropriate learner behavior

2. Encourages student self-direction and responsibility for learning; maintains a productive balance between freedom and control
 3. Exercises consistency in discipline policies
 4. Corrects disruptive behavior constructively
- D. Demonstrates competency in selection, acquisition, circulation and maintenance of materials and equipment
1. Uses a district-approved selection policy
 2. Selects materials and equipment which support the curriculum and promote the school's educational philosophy
 3. Uses approved business procedures for ordering and receiving materials and equipment
 4. Organizes for circulation the educational media and equipment according to professional standards established by AASL, State and local sources
 5. Uses clearly stated circulation procedures
 6. Informs staff and students of new materials and equipment
 7. Follows district procedures for maintenance and repair of media equipment
 8. Periodically weeds and reevaluates the collection to assure a current, attractive and well-balanced collection
 9. Assists in production of materials as feasible
- E. Prepares statistical records and reports needed to administer the library media center
1. Maintains a current inventory of holdings to assure accurate records
 2. Prepares and submits to administrators such reports as are needed to promote short and long term goals of the library media center

3. Prepares and submits reports to other officials as requested
- F. Trains and supervises library media center personnel to perform duties efficiently
1. Trains and supervises clerks, aides, student assistants and/or adult volunteers in clerical tasks
 2. Trains and supervises library media center personnel to circulate materials and equipment
 3. Trains and supervises library media center personnel to assist students and staff in the use of the library media center
- G. Administers budgets according to needs and objective of the library media center within administrative guidelines
1. Submits budget proposals, based on needs and objectives of the library media center
 2. Plans expenditures of allocated funds to meet short and long term goals
 3. Keeps accurate records of all disbursements for the library media center
- H. Evaluates library media center programs, services, facilities and materials to assure optimum use
1. Evaluates programs, services, facilities and materials informally and formally on a continuous basis, identifying strengths and weaknesses
 2. Provides periodically for evaluation by faculty and students
 3. Develops plans for making changes based on evaluation

I. Uses time effectively, efficiently and professionally

1. Prioritizes demands on time to provide maximum support of library media center programs and services
2. Streamlines or eliminates time-consuming or nonessential routines when possible, without lowering the quality of programs and services

II. Instructional Process

The Library Media Specialist

A. Exercises leadership and serves as a catalyst in the instructional program

1. Serves as instructional resource consultant and media specialist to teachers and students
2. Uses an appropriate variety of media and teaching techniques in instructional situations
3. Provides support in using newer technologies for instructions
4. Provides library/media center orientation as needed
5. Plans and/or participates in special projects or proposals
6. Serves on committees involved with designing learning experiences for students, curriculum revision or textbook adoption
7. Administers resource sharing, interlibrary loan and/or networking activities

B. Plans and implements the library media center program of library media skills

1. Considers long-range objective when planning instruction appropriate to subject and grade levels

2. Develops sequential, short-range objectives which facilitate progress toward defined long-range objectives
 3. Demonstrates knowledge of the general curriculum and observes recommended steps of teaching when in formal instructional situations
 4. Cooperate with teachers to identify and implement the library media center skills curriculum within the classroom curriculum
 5. Continually instructs students and staff, individually or in groups, in the use of the library media center media and equipment
 6. Encourages independent use of the facility, collection and equipment by students and staff
 7. Guides students and staff in selecting appropriate media from wide range of learning alternatives
 8. Guides and supervises students and staff in research activities and in the use of reference materials
 9. Communicates effectively with students and staff
- C. Promotes the development of reading skills and reading appreciation
1. Conveys enthusiasm for books and reading
 2. Develops activities and/or provides individual guidance to motivate reading
- D. Supports classroom teachers in their instructional units
1. Provides a wide variety of resources and supplementary materials
 2. Assists in choosing and collecting appropriate materials

3. Cooperatively plans and teaches content appropriate to library media center objectives
 4. Cooperates with teachers in designing and implementing a functional study skills program
- E. Provides resources for professional growth of faculty and staff
1. Identifies and encourages use of materials from the library media center and professional library
 2. Informs staff of new materials, equipment and research in which they have special interest
 3. Suggests resources outside of the library media center collections

III. Interpersonal Relationships

The Library Media Specialist

- A. Demonstrates positive interpersonal relations with students
1. Interacts with individual students in a mutually respectful and friendly manner
 2. Strives to be an available personal resource for all students
 3. Protects each user's right to privacy and confidentiality in library media center use
 4. Demonstrates understanding and acceptance of different views and values
 5. Gives constructive criticism and praise when appropriate
- B. Demonstrates positive interpersonal relations with educational staff
1. Initiates interaction with colleagues in planning instructional activities for students

2. Shares ideas and methods with other teachers and staff
 3. Makes appropriate use of support staff services
 4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible
 5. Informs administrators and/or appropriate personnel of school-related matters
- C. Demonstrates positive interpersonal relations with parents/patrons
1. Provides a climate which encourages communication between the library media center and parents or patrons
 2. Cooperates with parents in the best interest of students
 3. Supports and participates in parent-teacher activities
 4. Promotes patron involvement with the library media center
 5. Handles complaints and/or challenged materials in a firm but friendly manner
 6. Identifies community resource persons who may serve to bring the community into the educational process

IV. Professional Responsibilities

The Library Media Specialist

- A. Participates in professional growth activities
1. Maintains current knowledge of developments in library science and issues related to teaching
 2. Actively and constructively participates in professional activities

3. Takes advantage of opportunities to learn from colleagues, students, parents and the community

B. Follows the policies and procedures of the school district

1. Strives to stay informed about policies and regulations applicable to his/her position
2. Selects appropriate channels for resolving concerns/problems

C. Demonstrates a sense of professional responsibility

1. Completes duties promptly, dependably and accurately
2. Demonstrates a responsible attitude for student management throughout the entire building

SUMMATIVE EVALUATION REPORT

Librarian _____ Date _____

School _____ Evaluator _____

Performance Area 1: Management & Administration of the Library Media Center

CRITERIA*	PERFORMANCE LEVELS			Comments**
	Performance Expectation			
The Librarian . . .				
A. Recognizes the critical role of information retrieval to the total educational process.	Does not utilize library media center to recognize the critical role of information retrieval.	Intermittently utilizes library media center to recognize the critical role of information retrieval.	Consistently provides for importance of information retrieval in library media center setting.	
B. Establishes and maintains as environment in which students and staff can work at productive levels.	Does not develop or maintain an environment conducive to productivity.	Inconsistently maintains a flexible and functional environment.	Establishes an environment to facilitate student and staff productivity.	
C. Manages student behavior in a constructive manner.	Shows little or no control of student behavior.	Is inconsistent in controlling pupil behavior.	Establishes and maintains effective discipline.	
D. Demonstrates competency in selection acquisition, circulation and maintenance of materials and equipment.	Demonstrates insufficient skills in selection acquisition, circulation and maintenance of materials and equipment.	Demonstrates limited skills in selection acquisition, circulation and maintenance of materials and equipment.	Demonstrates appropriate skills in selection, acquisition, circulation and maintenance of materials and equipment.	
E. Prepares statistical records and reports needed to administer the library media center.	Does not prepare records and reports necessary for library organization.	Intermittently prepares records and reports necessary for library organization.	Prepares records and reports for efficient administration of library.	
F. Trains and supervises library media center personnel to perform library media center duties efficiently.	Does not provide training and supervision for library media center personnel.	Intermittently provides efficient training and supervision for library media center personnel.	Provides training and supervision which facilitate efficient operation of library media center.	

*Circle the appropriate level.

**Comment on exemplary or deficient performance.

COMMENTS:

CRITERIA*	PERFORMANCE LEVELS			
	Performance Expectation:			Comments**
The Librarian ...				
G. Administers budgets according to needs and objectives of the library media center within	Does not develop budget according to objectives of library media center.	Does not implement budget according to objectives of library media center.	Designs and implements library budget within district budget.	
H. Evaluates the library media center programs, services, facilities and materials to insure optimum use.	Does not evaluate programs, services or materials.	Fails to evaluate library programs, services, or materials relative to established standards or fails to report same to appropriate administrators.	Evaluates library program, services and materials relative to established standards and reports same to appropriate administrators.	
I. Uses time effectively, efficiently and professionally.	Does not use library time effectively.	Is inconsistent in effective use of library time.	Makes effective use of library time to facilitate teacher, administrator and student needs.	

Performance Area II: Instructional Process

A. Exercises a leadership role and serves as a catalyst in the instructional program.	Does not assume a role in instructional program.	Intermittently assumes a leadership role in instructional program.	Consistently exercises a leadership role which facilitates instructional improvements.	
B. Participates in the decision-making processes of the school.	Never serves on a committee making decisions about school policy or curriculum.	Intermittently serves on committees making decisions about school policy or curriculum.	Regularly serves on committees making decisions about school policy or curriculum.	
C. Plans and implements the library media center program of library media skills.	Shows little or no evidence of planning and implementing an organized library media center program of media skills.	Ineffectively plans and implements an organized library media center program of media skills.	Plans and maintains a functional program for library media skills.	
D. Promotes the development of reading skills and reading appreciation.	Does not provide for development of reading skills and appreciation.	Intermittently conducts activities to motivate reading.	Consistently provides a program and guidance to stimulate reading	
E. Supports classroom teachers in their instructional units.	Does not provide support for classroom teachers in instructional units.	Intermittently provides support for classroom teachers in instructional units.	Effectively supports classroom teachers in implementing instructional units to meet student needs.	

COMMENTS:

CRITERIA*	P E R F O R M A N C E L E V E L S			Comments**
	Performance Expectation			
The Librarian ...				
F. Provides resources for professional growth of faculty and staff.	Does not provide resources for professional growth of faculty and staff.	Intermittently provides resources for professional growth of faculty and staff.	Consistently provides resources which facilitate and enhance professional development of faculty and staff.	
Performance Area III: Interpersonal Relationships				
A. Demonstrates positive interpersonal relationships with students.	Is unresponsive to the needs of students.	Intermittently shows sensitivity to the needs of students.	Demonstrates sensitivity to all students.	
B. Demonstrates positive interpersonal relations with educational staff.	Shows little or no interest in interacting with educational staff.	Intermittently shows interest in activities of educational staff.	Works well with members of educational staff.	
C. Demonstrates positive interpersonal relations with parents/patrons.	Shows little or no interest in interacting with parents/patrons.	Intermittently shows interest in the activities and needs of the parents/patrons.	Works well with parents/patrons.	
Performance Area IV: Professional Responsibilities				
A. Participates in professional growth activities.	Shows no interest in professional growth activities.	Occasionally participates in professional growth activities.	Seeks out and voluntarily participates in relevant professional growth activities.	
B. Follows the policies and procedures of the school district.	Does not comply with school and district regulations and policies.	Intermittently complies with school and district regulations and policies.	Fully complies with school and district regulations and policies.	
C. Demonstrates a sense of professional responsibility.	Does not fulfill directed school responsibilities.	Needs to be reminded to meet directed school responsibilities.	Fulfills directed school responsibilities.	

Librarian's Signature/Date

Evaluator's Signature/Date

COMMENTS:

APPENDIX C

Performance Based Teacher Evaluation

Developed By The
Missouri Statewide Committee For
Performance Based Evaluation

CRITERIA FOR PERFORMANCE BASED EVALUATION:

TEACHERS

- I. Instructional Process
 - A. Demonstrates appropriate preparation for classroom instruction
 - B. Implements a variety of effective teaching techniques
 - C. Provides opportunities for individual differences
 - D. Implements instructional objectives effectively
 - E. Demonstrates a knowledge of subject matter
 - F. Uses a variety of teaching materials effectively
 - G. Uses instructional time effectively
 - H. Demonstrates ability to motivate students
 - I. Demonstrates ability to communicate effectively with students
 - J. Provides students with specific evaluative feedback
- II. Classroom Management
 - A. Organizes classroom environment to promote learning
 - B. Manages student behavior in a constructive manner
- III. Interpersonal Relationships
 - A. Demonstrates positive interpersonal relations with students
 - B. Demonstrates positive interpersonal relations with parents/patrons
 - C. Demonstrates positive interpersonal relations with educational staff

IV. Professional Responsibilities

- A. Participates in professional growth activities
- B. Follows the policies and procedures of the school district
- C. Assumes responsibilities outside of the classroom as they relate to the school
- D. Demonstrates a sense of professional responsibility

PERFORMANCE BASED TEACHER EVALUATION

Descriptors for Selected Criteria

The descriptors explain the desired actions for each criteria. The lists of descriptors are not intended to be all inclusive and should be thoroughly reviewed by local district personnel.

CRITERIA WITH DESCRIPTORS

I. Instructional Process

A. Demonstrates appropriate preparation for classroom instruction

1. Uses Knowledge of students to design educational experiences
2. Selects subject matter which is appropriate to the abilities, needs and interests of the students
3. Designs lessons in a clear, logical, sequential format
4. Incorporates into daily planning content from previous levels to insure continuity and sequence
5. Has materials readily available for the students

B. Implements a variety of effective teaching techniques

1. Employs a variety of the following techniques as the subject and learner maturity indicates: lecturing, modeling, demonstrating, questioning, experimentation, self-teaching, role playing
2. Relates current lessons to previous learning
3. Modifies lesson plans and teaching techniques as the learning situation requires
4. Provides opportunities for students to explore problems and weigh alternatives in decision making

C. Provides for individual differences

1. Groups students for each instructional activity in a manner which best assists the learning process

2. Uses a variety of questioning levels effectively
 3. Provides support materials that are coordinated with the learning experiences and developmental level of the child
 4. Provides a variety of activities which promote maximum student involvement
 5. Provides activities and/or solicits help for remediation and enrichment
 6. Reteaches if testing results indicate it is appropriate
- D. Implements instructional objectives effectively
1. Prepares units and presents lessons which reflect the curriculum guide and student needs or readiness
 2. Prepares units and presents lessons in a clear, logical and sequential manner
 3. Communicates learning objectives to students
 4. Uses learning activities designed to achieve stated objectives
 5. Assigns work (oral and written) to students which requires application of what they have been taught
 6. Utilizes current events and unexpected situations for their educational value when appropriate to subject area
- E. Demonstrates a knowledge of subject matter
1. Displays a competent knowledge of curriculum and subject matter
 2. Selects and presents subject matter which is accurate
 3. Selects and presents subject matter which is appropriate to the abilities and interests of the students

- F. Uses a variety of teaching materials effectively
 - 1. Uses multi-sensory approaches (i.e., tactile, visual, auditory)
 - 2. Is resourceful in finding, developing and using materials to aid instruction
 - 3. Uses instructional materials to explain and demonstrate
- G. Uses instructional time effectively
 - 1. Begins activities promptly
 - 2. Continues learning activities for the duration of the scheduled instructional time
 - 3. Avoids unnecessary delays during the lesson
 - 4. Avoids inappropriate digressions from the topic during the lesson
- H. Demonstrates ability to motivate students
 - 1. Communicates challenging scholastic expectations to students
 - 2. Strives to motivate students who show little no interest
 - 3. Presents activities which simulate current situations outside the school
 - 4. Responds positively to requests of students for help
 - 5. Encourages questions and discussions from all students
 - 6. Stimulates students by choosing proper materials and techniques
 - 7. Gives feedback to students
 - 8. Stimulates and encourages creative and critical thinking

- I. Demonstrates ability to communicate effectively with students
 - 1. Uses correct oral and written communication
 - 2. Uses appropriate vocabulary
 - 3. Presents ideas logically
 - 4. Gives directions that are clear, concise, and reasonable
 - 5. Uses a variety of verbal and non-verbal techniques
 - 6. Elicits and responds to student questions
 - 7. Summarizes effectively

- J. Provides students with specific evaluative feedback
 - 1. Plans pre-assessments to determine learner performance on prerequisites or learner performance on the objectives of the unit (i.e., pre-test)
 - 2. Prepares and administers both subjective and objective tests on materials that have been taught (i.e., post-test)
 - 3. Constructs tests which reflect what has been taught
 - 4. Makes appropriate use of test results
 - 5. Uses various techniques for evaluation and feedback
 - 6. Returns test results as quickly as possible
 - 7. Provides written comments in addition to points or scores when appropriate
 - 8. Makes opportunities for one-to-one conferences
 - 9. Assesses students as a group and provides individual feedback

II. Classroom Management

- A. Organizes classroom environment to promote learning
 - 1. Establishes and clearly communicates parameters for student classroom behavior
 - 2. Anticipates disruptive classroom management situations and prepares accordingly
 - 3. Maintains the classroom in a functional, attractive, and orderly environment conducive to student learning
 - 4. Assesses the learning environment and knows how and when to change that environment
 - 5. Insures that materials and information can be read, seen, and/or heard by the students
 - 6. Maintains a classroom atmosphere conducive to good health and safety
 - 7. Takes necessary and reasonable precautions to protect materials, equipment and facilities.
- B. Manages student behavior in a constructive manner
 - 1. Maintains learner behavior that promotes the possibilities of learning for the group
 - 2. Promotes self-discipline
 - 3. Reinforces appropriate behavior
 - 4. Uses techniques (e.g., social approval, contingent activities, punishment, keeps students on task, etc.) to maintain appropriate behavior
 - 5. Overlooks inconsequential behavior problems
 - 6. Corrects disruptive behavior constructively
 - 7. Endeavors to find and eliminate causes of undesirable behavior

8. Manages discipline problems in accordance with administrative regulation, school board policies, and legal requirements
9. Avoids hostility and sarcasm in and out of classroom when dealing with students

III. Interpersonal Relationships

- A. Demonstrates positive interpersonal relations with students
 1. Promotes positive self-image in students
 2. Promotes students' self-control
 3. Makes an effort to know each student as an individual
 4. Interacts with students in a mutually respectful and friendly manner
 5. Gives constructive criticism and praise when appropriate
 6. Is reasonably available to all students
 7. Acknowledges the rights of others to hold differing views or values
 8. Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups
 9. Uses discretion in handling confidential information and difficult situations
 10. Usually controls temper well and maintains self-control
- B. Demonstrates positive interpersonal relations with educational staff
 1. Works cooperatively with colleagues in planning instructional activities
 2. Shares ideas, materials, and methods with other teachers

3. Makes appropriate use of support staff
 4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible
 5. Informs administrators and/or appropriate personnel of school related matters
- C. Demonstrates positive interpersonal relations with parents/patrons
1. Cooperates with parents in the best interest of the students
 2. Provides a climate which opens up communication between teacher and parent
 3. Supports and participates in parent - teacher activities
 4. Promotes patron involvement with school
 5. Initiates communication with parents when appropriate

IV. Professional Responsibilities

- A. Participates in professional growth activities
1. Demonstrates commitment by participation in professional activities, (e.g., professional organizations, coursework, workshops, conferences)
 2. Takes advantage of opportunities to learn from colleagues, students, parents, and community
 3. Keeps abreast of developments in subject matter and issues related to teaching
- B. Follows the policies and procedures of the school district
1. Strives to stay informed regarding policies and regulations applicable to his/her position

2. Selects appropriate channels for resolving concerns/problems
- C. Assumes responsibilities outside of the classroom as they relate to the school
1. Assumes necessary noninstructional responsibilities
 2. Exercises responsibility for student management throughout the entire building
- D. Demonstrates a sense of professional responsibility
1. Completes duties promptly and accurately
 2. Is punctual and regular in attendance
 3. Provides accurate data to the school and district as requested for management purposes
 4. Carries out duties in accordance with established job description
 5. Demonstrates the stamina to meet daily responsibilities.
 6. Is neatly and appropriately dressed and groomed

PRE-OBSERVATION WORKSHEET

 TEACHER

 SCHOOL

 SUBJECT

 GRADE

 PERIOD/TIME

 DATE

TEACHER COMPLETES THIS FORM AND DISCUSSES CONTENT WITH ADMINISTRATOR PRIOR TO SCHEDULED OBSERVATION

 1. What are the lesson objectives?

 2. Which of the steps of the teaching act will take place?
 Develop anticipatory set
 State objectives and why they are needed
 Provide input
 Model ideal behavior
 Check for comprehension
 Provide guided practice
 Provide independent practice
 Achieve closure

 3. What teaching/learning activities will take place?

 4. How are you going to check student understanding and mastery of the lesson objectives?

 5. What particular teaching behaviors do you especially want monitored?

 6. Are there any special circumstances of which the evaluator should be aware?

NOTES:

NOTES:

Teacher's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

FORMATIVE OBSERVATION FORM

TEACHER _____ DATE _____
TIME ENTERED _____ SUBJECT _____
TIME LEAVING _____ OBSERVER _____

1. INSTRUCTIONAL PROCESS CHARACTERISTICS

- a. establishes set
- b. states objectives
- c. provides input
- d. models ideal behavior
- e. checks for comprehension
- f. provides guided practice
- g. provides independent practice
- h. achieves closure

2. PERFORMANCE CRITERIA

- a. demonstrates appropriate preparation for classroom instruction
- b. implements a variety of effective teaching techniques
- c. provides opportunities for individual differences
- d. implements instructional objectives effectively
- e. demonstrates a knowledge of subject matter
- f. uses a variety of teaching materials effectively
- g. uses instructional time effectively
- h. demonstrates ability to motivate students
- i. demonstrates ability to communicate effectively with students

- j. provides students with specific evaluative feedback
- k. organizes classroom environment to promote learning
- l. manages student behavior in a constructive manner
- m. demonstrates positive interpersonal relationships with students

COMMENTS:

COMMENTS:

TEACHER'S SIGNATURE

EVALUATOR'S SIGNATURE

Signatures simply imply that information has been discussed

JOB TARGET SHEET

TEACHER	DATE	SCHOOL
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- I. PERFORMANCE AREA:
- II. *CRITERION:
- III. IMPROVEMENT OBJECTIVE(S): (applicable descriptors and/or definable deficiencies)
- IV. PROCEDURES FOR ACHIEVING OBJECTIVE(S): (explanation of teacher and administrator responsibilities)
- V. APPRAISAL METHOD AND TARGET DATES:
- VI. TEACHER'S COMMENTS:
- VII. EVALUATOR COMMENTS:

TEACHER'S SIGNATURE/DATE	EVALUATOR'S SIGNATURE/DATE
--------------------------	----------------------------

DATE OBJECTIVE ACHIEVED: _____	TEACHER'S SIGNATURE
--------------------------------	---------------------

EVALUATOR'S SIGNATURE

Signatures simply imply information has been discussed
 *One Job Target Sheet should be used for each criterion

PERFORMANCE BASED TEACHER EVALUATION

Summative Evaluation Report

This document is the official teacher evaluation report. This format emphasizes a short explanation for each rating rather than a point scale.

SUMMATIVE EVALUATION REPORT

TEACHER _____

Performance Area 1:
The Instructional Process

Performance Levels

DATE _____

CRITERIA*

The Teacher...				PERFORMANCE EXPECTATION	In Addition to Performance Expectation:
A. Demonstrates appropriate preparation for classroom instruction	**Not observed A I	Does not prepare for classroom instruction	Sometimes prepares for classroom instruction	Consistently prepares for classroom instruction	Displays evidence of superior preparation for classroom instruction
B. Implements a variety of effective teaching techniques	Not observed A I	Shows little or no evidence of variety in teaching strategies	Intermittently uses variety in teaching strategies which are effective	Uses a variety of teaching strategies which are effective in achieving lesson objectives	Develops exceptional teaching strategies to meet individual needs
C. Provides opportunities for individual differences	Not observed A I	Does not provide for individual rates of learning and capabilities	Intermittently provides for individual rates of learning and capabilities	Provides for individual rates of learning and student capabilities	Provides maximum instructional opportunities for individual learning styles
D. Implements instructional objectives effectively	Not observed A I	Shows little or no evidence of implementing instructional objectives	Intermittently implements instructional objectives	Implements instructional objectives	Goes beyond the requirement of instructional objective
E. Demonstrates a knowledge of subject matter	Not observed A I	Demonstrates an insufficient knowledge of subject matter	Demonstrates limited knowledge of subject matter	Demonstrates adequate knowledge of subject matter	Demonstrates superior knowledge of subject matter
F. Uses a variety of teaching materials effectively	Not observed A I	Uses materials which are irrelevant to the instructional objectives	Intermittently uses materials which are relevant to the instructional objectives	Uses materials which are relevant and appropriate to the instructional objectives	Seeks out and/or develops a variety of creative materials appropriate to the instructional objectives
G. Uses instructional time effectively	Not observed A I	Shows little or no evidence of maintaining students on the learning task	Sometimes maintains students on the learning task	Maintains students on the learning task	Is extremely skillful in maintaining students on the learning task

				PERFORMANCE EXPECTATION	In Addition to Performance Expectation:
H. Demonstrates ability to motivate students	Not observed A I	Shows little or no evidence of motivating students to perform to their abilities	Occasionally motivates students to perform assigned tasks, but inconsistently requires students to perform according to their abilities	Clearly expects and motivates students to perform assigned tasks to their abilities	Motivates students to achieve beyond previous performance levels
I. Demonstrates ability to communicate effectively with students	Not observed A I	Does not communicate clearly; students often appear confused	Sometimes communicates clearly, but does not encourage student input	Communicates clearly and encourages relevant dialogue	Is extremely skillful in using a variety of verbal and non-verbal communications
J. Provides students with specific evaluative feedback	Not observed A I	Gives no evaluative feedback	Is inconsistent in giving evaluative feedback	Gives specific evaluative feedback	Gives feedback with reinforcement and encouragement
Performance Area II: <u>Classroom Management</u>					
CRITERIA*					
The Teacher...				PERFORMANCE EXPECTATION	In Addition to Performance Expectation:
A. Organizes classroom environment to promote learning	**Not observed A I	Displays little or no skill in organizing the classroom learning environment	Ineffectively manages the classroom learning environment	Maintains a functional classroom learning environment; selects appropriate activities	Assesses and adjusts the setting to provide for a variety of learning styles
B. Manages student behavior in a constructive manner	Not observed A I	Shows little or no classroom control	Is inconsistent in controlling pupil behavior	Establishes and maintains effective discipline	Plans and implements strategies for pupil self-discipline
Performance Area III: <u>Interpersonal Relationships</u>					
CRITERIA*					
The Teacher...				PERFORMANCE EXPECTATION	In Addition to Performance Expectation:
A. Demonstrates positive interpersonal relationships with students	**Not observed A I	Is unresponsive to the needs of students	Intermittently shows sensitivity to the needs of students	Demonstrates sensitivity to all students	Willingly provides extra efforts to meet the needs of student
B. Demonstrates positive interpersonal relations with educational staff	Not observed A I	Shows little or no interest in interacting with educational staff	Intermittently shows interest in activities of educational staff	Works well with members of educational staff	Provides leadership to promote a good working relationship with educational staff

PERFORMANCE EXPECTATION

In Addition to
Performance Expectation:

C. Demonstrates positive interpersonal relationships with the parents/patrons	Not observed A I	Shows little or no interest in interacting with parents/patrons	Intermittently shows interest in the activities and needs of the parents/patrons	Works well with parents/patrons	Provides active leadership to promote a good working relationship with parents/patrons
Performance Area IV: <u>Professional Responsibilities</u>					
CRITERIA*					
The Teacher...				PERFORMANCE EXPECTATION	In Addition to Performance Expectation:
A. Participates in professional growth activities	**Not observed A I	Shows no interest in professional growth activities	Occasionally participates in professional growth activities	Seeks out and voluntarily participates in relevant professional growth activities	Initiates professional growth activities; encourages other staff to participate in professional growth activities
B. Follows the policies and procedures of the school district	Not observed A I	Does not comply with school and district regulations and policies	Intermittently complies with school and district regulations and policies	Fully complies with school and district regulations and policies	Provides leadership in the development/improvement of school and district regulations and policies
C. Assumes responsibilities outside of the classroom as they relate to school	Not observed A I	Does not assume out-of-class responsibilities	Intermittently assumes out-of-class responsibilities	Performs out-of-class responsibilities for smooth operation of the school	Is self-motivated; assumes extra responsibilities willingly
D. Demonstrates a sense of professional responsibility	Not observed A I	Does not fulfill directed school responsibilities	Needs to be reminded to meet directed school responsibilities	Fulfills directed school responsibilities	Is self-motivated; assumes extra responsibilities willingly

COMMENTS:

COMMENTS:

Teacher's Signature/Date

Evaluator's Signature/Date

(Signatures simply imply that information has been discussed)

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