

The School Librarian's Guide
to Success in the
PA Department of Education
Educator Effectiveness System:
Using *The Model Curriculum for PA
School Library Programs*
as a Foundation

A Collaborative Project:
University of Pittsburgh
and
PA School Librarians Association

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The Guide is designed to help all Pennsylvania school librarians prepare for their annual evaluations conducted by their school district administrators under the Educator Effectiveness System (EES) required by the PA Department of Education for the evaluation of all teachers and administrators in the 500 school districts.

The Guide uses as its foundation *The Model Curriculum for PA School Library Programs*, which was developed through an LSTA grant awarded in 2012-2014 by Commonwealth Libraries to the University of Pittsburgh School Library Certification Program in collaboration with PSLA.

PSLA website accessed 1 October 2015: <http://www.psla.org/professional-development/model-curriculum/>

The School Librarian's Guide to Success in the PDE Educator Effectiveness System:

Using *The Model Curriculum for PA School Library Programs* as a Foundation

The Context of the PDE Educator Effectiveness System for School Librarians

As a school librarian in Pennsylvania, you can draw upon several recent documents to position yourself to prepare successfully for your evaluation under the PDE Educator Effectiveness System. In 2011, the PA Board of Education conducted a **Survey of School Libraries in PA public and public charter schools**. Website accessed 16 November 2015: <http://paschoollibraryproject.org/stbdstudy>

The results of this survey represent 78 percent of the 500 PA school districts and 73 percent of the schools, a high and representative response rate that provides school librarians robust benchmark data with which to compare their own programs. The **PA Lance Study of 2012** built on the Board Study by correlating student scores on the PSSA Reading and Writing Tests with each aspects of their school's school library program.

School Library Project website accessed on 16 November 2015: <http://paschoollibraryproject.org/schlibresearch>

These correlations showed that students who received information literacy instruction and had access to a school library staffed by a full-time school librarian throughout and beyond the school day and that received adequate funding for collections and information technology infrastructure had higher scores on the PSSA Reading test. Both these documents provide base-line data that you can use for benchmarking your library program against the findings in these two studies and provide a comparative context.

Based on one of the recommendations of the PA School Library Study, three teams of school librarians developed *The Model Curriculum for PA School Library Programs* between 2012 and 2014 with funding from an LSTA grant from Commonwealth Libraries, PA Department of Education.

PSLA website accessed 30 October 2015: <http://www.psla.org/professional-development/model-curriculum/>

Many PA school librarians learned how to implement *The Model Curriculum for PA School Library Programs* during training offered in 2013, 2014, and 2015, and are adopting or adapting it for use in their school districts. Thus, you can build upon *The Model Curriculum* to develop student learning objectives to build a foundation for your EES presentation.

In the 2014-2015 school year, most of the 500 PA school districts began to implement the Educator Effectiveness System (EES) mandated under Public School Code of 1949, Omnibus Amendments, Act of June 30, 2012, P.L. 684, No. 82 and Rules and Regulations, Title 22--Education, Department of Education, 22 PA Code Ch. 19 of 2013. Each Local Education Agency (LEA) has latitude from PDE in **implementing the EES and determining the classification of its certificated personnel**.

In some districts, administrators classified school librarians as Classroom Teaching Professionals (82-1); in other districts, administrators classified librarians as Non-Teaching Professionals (82-3). In other districts, administrators classified librarians serving elementary schools as Classroom Teaching Professionals while classifying librarians serving middle and high schools as Non-Teaching Professionals.

The **most important advice** for you as you use *The Guide* is to gather accurate information quickly at the beginning of the school year from the most knowledgeable building and central administrators with responsibility for implementing EES in your district. *The Guide* provides specific questions for you to ask these administrators about the process under which you will be evaluated in your school district.

Guidance Based on Your Classification in the Educator Effectiveness System

In Pennsylvania public schools, school librarians must hold a valid teaching certificate. A school librarian meets teacher certification requirements with an Instructional 1 or 2 teaching certificate in the certification area of Library Science K-12.

Your classification in the Educator Effectiveness System is determined by an administrator in your school district and is a function of the work you perform rather than of your certification as a teacher.

If you are classified as a Classroom Teaching Professional (82-1), you are required to demonstrate your effectiveness through the Student Learning Objective (SLO) process of developing student learning objectives and assessing student progress toward those objectives. The section of *The Guide* on Student Learning Objectives will help you prepare and carry out this process with your students.

If you are classified as a Non-Teaching Professional (82-3), you are required to demonstrate your effectiveness by submitting evidence under the Danielson *Framework for Teaching* in each of its four domains: Planning and Preparation, Classroom/Library Environment, Instruction, and Professional Responsibilities. A section of *The Guide* describes a librarian whose behaviors and activities have been evaluated as “distinguished” in each of the four Danielson domains. It poses questions to ask yourself and provides many specific examples to help you prepare your evidence.

A Rationale for the PDE Educator Effectiveness System

Legislation Establishing the Educator Effectiveness System (EES)

On July 1, 2013, the PA Department of Education implemented the Educator Effectiveness System in PA public schools for professional employees holding instructional certificates.

- **Act 82: Public School Code of 1949, Omnibus Amendments, Act of June 30, 2012, P. L. 684, No. 82. Session of 2012, No. 2012-82.**
Established three categories for educators in the Educator Effectiveness System and the regulations governing category:
 - Classroom Teaching Professionals (CTP): 82-1
 - Principals and Directors of Career and Technical Centers: 82-2
 - Non-Teaching Professionals (NTP): 82-3PDE website accessed 6 August 2015: <http://www.legis.state.pa.us/WU01/LI/LI/US/HTM/2012/0/0082..HTM>
- **Rules and Regulations, Title 22--Education, Department of Education, 22 PA Code Ch. 19, PA Bulletin, Vol. 43, No. 25, June 22, 2013, pp. 3337-3347.**
“The PA Department of Education is required to develop a rating tool to measure the effectiveness of classroom teachers. The rating tool contains measures based on teacher observation and practice and multiple measures of student performance. . . . The rating tool includes descriptions of the four areas or domains set forth in Act 82 for teacher observation and practice.” (p. 3337)
PDE website accessed 24 August 2015:
<http://www.pabulletin.com/secure/data/vol43/43-25/1115.html> (See details of the rating system in Section 1123)

PA Department of Education Goals for the Educator Effectiveness System (EES)

- **Goal:** “To develop educator effectiveness models that will reform the way we evaluate school professionals as well as the critical components of training and professional growth.”
- **“True Goal”:** “As PDE works to support the development of more effective educators in the classroom as well as those in school leadership positions, the true goal is to improve student achievement so that all of the children in Pennsylvania’s public schools are prepared to enter a career or post-secondary training and become productive citizens.”
PDE website accessed 6 August 2015: <http://www.education.pa.gov/Teachers%20-%20Administrators/Educator%20Effectiveness/Pages/default.aspx#.VdyOV2fluUk>

The Danielson Framework for Teaching (2007, 2011, 2013 editions)

“Pennsylvania has adopted *Danielson's Framework for Teaching* as the overarching vision for effective instruction in the Commonwealth.” Website accessed 8 December 2015
<https://www.danielsongroup.org/framework/>

The framework focuses the complex activity of teaching by defining four domains of teaching responsibility. (The 2007, 2011, or 2013 edition of *Danielson's Framework for Teaching* may be used.) Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching. SAS Portal accessed 1 October 2015: <http://www.pdesas.org/Instruction/Frameworks/>

Danielson's Framework for Teaching is “a research-based set of components of instruction . . . grounded in a constructivist view of learning and teaching. . . . [and] the complex activity of teaching is broken into 22 components incorporating 76 elements” representing the four domains of teaching responsibilities.” Website accessed 8 December 2015: <https://www.danielsongroup.org/framework/>

The Framework is “aligned to the *InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0*” developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) in 2013.

CCSSO website accessed 8 December 2015:

http://www.ccsso.org/resources/publications/InTasc_model_core_teaching_standards_and_learning_progressions_for_teachers_10.html

Districts may also use the Marzano Teacher Evaluation Model or submit an application to PDE to use another practice model. PDE website accessed 1 October 2015: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Classroom%20Teaching%20Professionals/Approved%20Practice%20Models.pdf>

Resources on the Educator Effectiveness System

- PDE. “Measuring Educator Effectiveness” Charts. PDE website accessed 24 August 2015:
 - Measuring Educator Effectiveness Classroom Teaching Professionals Chart: <http://www.education.pa.gov/Teachers%20-%20Administrators/Educator%20Effectiveness/Pages/default.aspx#.VcOY02fJCUk>
 - Measuring Educator Effectiveness Non-Teaching Professionals Chart: <http://www.education.pa.gov/Teachers%20-%20Administrators/Educator%20Effectiveness/Pages/Non-Teaching-Staff.aspx#.VduEUWfluUk>
- PDE. “Classroom Teacher Approved Practice Models for 2013-2019” PDE website accessed 24 August 2015: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Classroom%20Teaching%20Professionals/Approved%20Practice%20Models.pdf>
- Consult the Pennsylvania State Education Association (PSEA) Web site for alternative resources on the PDE Educator Effectiveness System.
PSEA Website PSEA Member Toolkit: Teacher Evaluation accessed 1 October 2015: <http://www.psea.org/general.aspx?mid=1036&id=9428>

Preparing to Demonstrate Educator Effectiveness

Information You Need to Know to Prepare for Your Evaluation in the Educator Effectiveness System

Each Local Educational Agency (LEA) has some latitude from the Pennsylvania Department of Education (PDE) to determine its own policies and process for implementing the Educator Effectiveness System (EES). Because of this latitude, it is difficult for *The Guide* to provide information about the process that will be applicable in all PA school districts because each district's administrators determine the policies and process for that district.

You need to know how your school district is implementing the EES. To make this determination about your school district, **ask questions of the most informed administrators** who are responsible for overseeing EES in the district and of building representatives in your school district at the beginning of the school year.

Questions to Ask Your Administrator about Your Annual Evaluation

The most important question to ask your administrator is which classification you have been assigned by your district administrators.

- What is my **classification** for my evaluation in EES?
 - **Classroom Teaching Professional (82-1)**: professionals who hold instructional certification and provide direct instruction to students (i.e., plan and deliver instruction and assess student learning). Evaluated 50% by observation and practice, 15% by building-level data, 15% by correlation data based on teacher-level measures, and 20% by elective data/Student Learning Objectives.
 - **Non-Teaching Professional (82-3)**: professionals who hold instructional certification but do not provide direct instruction to students. Evaluated 80% through observation and practice and 20% by student performance.

If you serve as the librarian in multiple buildings, you should ask these questions.

- How will I be evaluated if I am responsible for providing library services to **multiple school buildings**?
- Will my evaluation be based on the **percentage of time** I serve in each building?
- Which of these schools will be designated as my **“home” school**?
- Which administrator will evaluate me and what will the process be? Only one administrator should be responsible for your evaluation with other administrators providing input.

If you are classified as a Classroom Teaching Professional, you should ask these questions:

- If I'm classified as a Classroom Teaching Professional (82-1), is it because I am the **teacher of record** for a class I teach (i.e., I plan, instruct, and assess student performance) in addition to my responsibilities as a librarian (e.g., I teach a research class, a gifted education class, a coding class, a study skills class, a yearbook class)?
- If I'm teaching, do I need a **minimum number of students** of record? e.g., eleven students.
- Should my student learning objectives relate to my assigned class(es) or to my library teaching responsibilities?

- Which **administrator** will be responsible for conducting my evaluation? The administrator who conducts the evaluation could change from year to year.

Your tenure status is an important consideration. Pose these questions:

- How will my **tenure status** affect my evaluation?
 - If your status is **Non-tenured**:
As a non-tenured librarian, you should have two or more formal observations per year as a requirement of the tenure process. When will you be evaluated and with which classes?
 - If your status is **Tenured**:
 - What is the cycle for **formal and informal** evaluations?
 - If I'm tenured, will a **Differentiated Supervisor Model** (DSM) be used?

PDE website accessed 24 August 2015: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Classroom%20Teaching%20Professionals/Educator%20Effectiveness%20System%20-%20Differentiated%20Supervision.pdf>

EES Implementation Process Timeframe

- When will the EES process begin in my district?
- What yearly **cycle** is used for tenured and non-tenured teacher evaluations in my district? E.g., once every three years for a formal evaluation if tenured; more formal observations if non-tenured.
- Will there be time for the district librarians to meet together to develop a common Student Learning Objective (SLO)?
- If I'm classified as a Classroom Teaching Professional:
 - When will my SLO(s) be approved and by whom?
 - When will my SLO(s) be implemented?
 - When and how will my evaluation evidence be submitted? E.g., via a standardized software program, paper, email.
- When will the EES evaluation process be completed?
- When will my **final score** in the EES be assigned? This will be at the beginning of next school year when final school scores are made available from PDE.

Note: For 2015-2016, Pennsylvania has received a "**pause**" **waiver** from the U.S. Department of Education in the way it uses the results of the PA System of School Assessment Tests (PSSA). Therefore, these scores will not be used in teacher evaluation during the 2015-2016 school year.

Types of Evaluation

- What type of evaluation will be conducted by my administrator?
 - **Formal** evaluation of teaching by an administrator or supervisor:
What is the timeframe allotted for the **formal assessment** components: Pre-Conference, Observation, Post-Conference. This process should occur within the timeframe of a week, but no two of these events should occur on the same day.
 - **Informal** evaluation or "Walkthrough" evaluation by an administrator or supervisor; e.g., "walk the walls" observation of the library environment, examination of examples of student work, presentations, meetings, communications.

- If tenured, the **Differentiated Supervision Model** may include Peer Coaching Mode, Self-Directed Model/Action Research Mode or Portfolio Mode.
PDE website accessed 24 August 2015: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Classroom%20Teaching%20Professionals/Educator%20Effectiveness%20System%20-%20Differentiated%20Supervision.pdf>

The Process of Gaining Approval and Implementing Your SLO

- Who will **approve** my SLO? e.g., central administrator.
- **How** is my SLO approved? e.g., by grade level, subject area, department, or school administrator.
- May a grade level, department, or school use the same SLO or the same PA Core Standard for the SLO?
- May district librarians work together to develop a common SLO?
- May I **partner with a classroom teacher** on a SLO or have related SLOs on a collaborative project? Is it possible to use the same SLO with different classes or use more than one SLO with a class, or a different SLO with the same class?
- If my SLO is not accepted, may I request **feedback** to revise it? What is the timeline for this?
- Will it be possible to **adjust** the SLO as part of a mid-year adjustment? What part of the SLO may be revised?
- Is there a required **length of time** for the unit identified in the SLO?
- May I use the same SLO over multiple years?
- Will I be required to have **more than one SLO** each year or each evaluation cycle?

Selecting Classes and Students for Your SLO

- How is the class or classes to be used for the SLO selected?
- May I select the class(es) I want to use for my SLO?
- May I use **multiple classes**?
- May I use **more than one SLO** for a class?
- May I choose the class with the greatest chance of improving?
- **How many students** will I need to comprise my “assessment” group?
- If my school has a large number of **underperforming students** (e.g., ELL, economically disadvantaged, special needs), should these students be included in my SLO?
- How will I include **students with IEPs** in my SLO? Will I use different performance measures for these students? Will these students be allowed extra time to reach goals or an adjusted timeframe?

Assessment Methods

- How many **student assessments** will I be required to make? e.g., two data points, 50% of students.
- Am I required to construct a **rubric** for student assessment?
- How many **performance measures** should I use to demonstrate student growth? E.g., 2-3 performance measures, with 1 performance indicator for each performance measure.
- Am I required to provide more than one assessment of student learning?

- Am I permitted to use an **alternate** measurement of student learning?
- May I adjust the **percentages of teacher expectations** used in my assessment of student progress?

Note that on the SLO Process Template, 5. Teacher Expectations:

- **“Distinguished”** ranges from 85 to 100%;
 - **“Proficient”** has the largest range of scores: 51-84%;
 - **“Needs Improvement”** ranges from 26-50%; and
 - **“Failing”** is 0 to 25%.
- How will the data I collect be shared with my administrator? Will I **enter my data** into a system? Some districts enter data within the district system and other districts use **state-wide online templates** for submission, e.g., PA-EETP or Tower MetriX.
 - Will I be required to submit the **raw data** or summary data I collect or only a summary report with percentages?

Resources on the EES Process

- OnHand Schools. “Teacher Effectiveness: System Guidebook: Connecting Evidence-Based Professional Behaviors & High Quality Instructional Practices with the Charlotte Danielson Framework for Teaching.” January 2015. OnHand Schools website accessed on 24 August 2015: <http://onhandschools.wikispaces.com/file/view/teacher%20effectiveness%20guidebook%20jan%202015.pdf/536850638/teacher%20effectiveness%20guidebook%20jan%202015.pdf>
- For Classroom Teaching Professionals: “Classroom Teaching Professional Rating Tool” (Excel). PDE website accessed 24 August 2015: <http://www.education.pa.gov/Teachers%20-%20Administrators/Educator%20Effectiveness/Pages/Classroom-Teachers.aspx#.VduPf2fluUk>
- For Non-Teaching Professionals: “Cross Walk between Legislative Intent of Act 82 and Framework for Leadership.” (PDF). PDE website accessed 24 August 2015: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Non-Teaching%20Professionals/Alignment%20to%20Legislative%20Categories%20and%20Non%20Teaching%20Professionals.pdf>

Collecting, Curating, Analyzing, and Presenting Evidence Aligned to the Four Danielson Domains to Demonstrate Effectiveness For Classroom Teaching Professionals (82-1) and Non-Teaching Professionals (82-3)

Questions for Administrators:

- **Classroom Teaching Professional (82-1):**
 - What documentation do I need to submit with my SLO? e.g., documents, assessments, data points, data projections.
 - How should my SLO evidence be presented for evaluation? e.g., electronically, paper binder, software system.
- **Non-Teaching Professional (82-3):**
 - What evidence and artifacts should I collect as evidence to document my effectiveness in each of the four Danielson Domains?
 - How should my evidence be presented for evaluation? e.g., electronically, paper binder, software system.

Examples of Evidence to Collect, Curate, Analyze, and Present

In this section, which is arranged by the four Danielson Domains, a statement for each section of each domain describes the actions and activities of a librarian rated as “distinguished.” These statements are taken from the document “Possible Examples of How the Framework for Teaching Could Apply to School Librarians.” This useful document describes librarian behaviors and activities in each of the four rating categories: **Distinguished, Proficient, Needs Improvement, and Failing**. This useful document is available as a PDF on the SAS Portal:

<http://static.pdesas.org/content/documents/Examples%20for%20School%20Librarians.pdf>

A question or multiple questions follows the statement to help you reflect upon how you are meeting the statement. These questions are excerpted from the document “Possible Guiding Questions: Conversations between Principals and Teachers” developed by PDE in 2013 and available as a PDF on the SAS Portal:

SAS Portal accessed 8 December 2015:

<http://static.pdesas.org/content/documents/Guiding%20Questions%20For%20School%20Librarians%206-20-2013.pdf>

Possible examples of evidence that you can use to demonstrate your effectiveness for each aspect of the domain follow these questions.

Establishing and Collecting Base-Line Data

Collecting, curating, analyzing, and presenting your most appropriate specific evidence to demonstrate librarian effectiveness regardless of your classification is critical. **Establishing base-line data** is important so that in future years, you can make comparisons to demonstrate progress, improvement, and innovation. If base-line data is not available, use the current school year to establish as many base-line data points as possible to use for comparison in future years.

You might have data you collected in past school years that you can use as base-line data such as circulation statistics, number of classes taught, number of students using the library, database use statistics. Some examples of base-line data that you can begin collecting are student and teacher use of NoodleTools, Turn It In, One Search; your collaborations with teachers; the currency and size of the collection.

The Guide provides many **specific examples of evidence** organized around the four Danielson Domains. *The Model Curriculum* also provides many suggestions of evidence to demonstrate student achievement and suggestions of methods of assessing that student achievement.

You need to collect **evidence to support your assessments**, not provide your own opinions and perceptions without relevant examples of evidence. You can document your activities and behaviors. Examples must be quantifiable and factual. Data should be placed in a context that explicates how you have helped students and teachers.

Danielson Domain 1 Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

- Knowledge of Content-Related Pedagogy
- Knowledge of Prerequisite Relationships
- Knowledge of Content and the Structure of the Discipline

The Distinguished Librarian can identify important concepts of literature, information literacy, and current trends in library/media practice and information technology and describe how these relate to one another.

Question: Are you following a standards-based framework (*The Model Curriculum for PA School Library Programs*) that addresses three long-term transfer goals for students:

Students will be able to independently use their learning to:

- 1.) Read and evaluate text in all formats for learning, personal and aesthetic growth, and enjoyment;
- 2.) Research, analyze, synthesize, and evaluate information as critical consumers to draw conclusions and make informed decisions;
- 3.) Create, apply, and share knowledge ethically and effectively in a variety of media formats to communicate a coherent message?

Examples of Supporting Evidence For Teaching and Learning

- Chart of your collaborations with teachers that incorporates information literacy indicating departments/grade levels and teachers and number of classes and students served with your analysis of increases and/or decreases with explanations
- Reflection on how you are integrating *The Model Curriculum* learning plans into curriculum areas and with specific teachers
- Example of Stage 3 learning plans from *The Model Curriculum for PA School Library Programs* in different subject areas/grade levels aligned with PA Core Standards that include these components: student learning objectives, teaching strategies to engage students, unit/lesson plans with student learning activities, integration of educational technologies closely related to student objectives, differentiated instruction strategies for students with special needs, and rubric

- Chart of use of online databases by students and faculty; establishing a base line of usage for future years
- Example of action research you have conducted measuring differences in student learning between flexible and fixed scheduling of classes (elementary level)

For Library Management

- Chart and analysis of how you allocated collection budget across subject areas/grade levels and the number of resources purchased with your reflection on the impact of increases and/or decreases in the budget
- Your development of a Library Handbook for teachers and for students
- Analysis of number of Interlibrary Loans requested by teachers and students and number of resources provided to other libraries based on ACCESS PA statistics
- Example of action research you conducted about a library management issue, e.g., student access throughout school day
- Analysis of trends in school libraries and why you are considering adopting these, e.g., learning commons, makerspaces

1b. Demonstrating Knowledge of Students

- Knowledge of Child and Adolescent Development
- Knowledge of the Learning Process
- Knowledge of Students' Skills, Knowledge, and Language Proficiency
- Knowledge of Students' Interests and Cultural Heritage
- Knowledge of Students' Special Needs

The Distinguished Librarian purposefully seeks knowledge from several sources about students' backgrounds, cultures, skills, language proficiency, interests, and special needs.

Question: Are you regularly conducting needs assessment to ensure that you are reaching all students at all levels?

Examples of Supporting Evidence

- Sample of a lesson plan that includes your analysis of the reading levels of students in a specific class and how you have differentiated to accommodate such differences
- Evidence of viewing and monitoring student IEPs, assessment scores, reading levels, knowledge of accommodations and how you've adjusted services and teaching
- Examples of how you demonstrate knowledge of the special needs of students who are using the library
- Examples of charitable donations or in-kind contributions to student organizations
- Examples of your efforts to foster cultural inclusion of all students (e.g., LGBTQ, ethnic/racial, ELL) through services, resources, and policies
- Your analysis of an Interest-Inventory survey of reading and resource preferences you conducted with students
- Your analysis of student and teacher demographic information from the School Performance Profile related to their needs and interests and the resources and services you offer
PDE website accessed 25 August 2015: <http://paschoolperformance.org/>

1c. Setting Instructional Outcomes

- Value, Sequence, and Alignment
- Clarity
- Balance
- Suitability for Diverse Learners

The Distinguished Librarian develops differentiated student learning outcomes that express what students will understand and be able to do and that represent a range of outcomes: factual, conceptual, reasoning, social, and communication.

Question: Are you focusing on your desired results (i.e., what students will understand and be able to do) rather than on specific student activities?

Examples of Supporting Evidence

- Your analysis of how individual unit learning plans relate to the three Long-Term Transfer Goals for Students included in *The Model Curriculum for PA School Library Programs*:
 - Read and evaluate text in all formats for learning, personal and aesthetic growth, and enjoyment
 - Research, analyze, synthesize, and evaluate information as critical consumers to draw conclusions and make informed decisions
 - Create, apply, and share knowledge ethically and effectively in a variety of media formats to communicate a coherent message
- Chart of how you are using the student “knows and dos” from *The Model Curriculum* in your learning plans
- Example of a learning plan that focuses on constructivist learning

1d. Demonstrating Knowledge of Resources

- Resources for Classroom Use
- Resources to Extend Content Knowledge and Pedagogy
- Resources for Students

The Distinguished Librarian exhibits extensive knowledge and fluent use of print and digital resources for instruction, organization, management, and professional development as well as knowledge of the availability of these resources through school, district, and community public and university libraries and through professional organizations.

Question: Are you using appropriate current and accurate print and digital resources for information literacy instruction, library management, and professional development as well as for meeting student interests and needs?

Examples of Supporting Evidence

- Screen capture of school library website pointing out a diversity of resources
- Samples of bibliographies created for specific units in different grade levels/subject areas using Follett Booklist or Resource List, pathfinders, and WebQuests and analysis of how students and teachers used these resources
- Examples of instruction on how to use ACCESS PA/POWER Library and/or other databases
- Chart of professional selection sources used with brief explanation of how each helps build the collection

1e. Designing Coherent Instruction

- Learning Activities
- Instructional Materials and Resources
- Instructional Groups
- Lesson and Unit Structure

The Distinguished Librarian demonstrates knowledge of content, students, PA Core Standards, and resources in partnership with classroom teachers to design a series of student learning experiences aligned to instructional outcomes and PA Core Standards.

Question: Are you meeting regularly with your principal and/or your library advisory group to discuss strategies for collaboration with teachers to strengthen student achievement?

Examples of Supporting Evidence

- Chart of use of *The Model Curriculum* with specific teachers/classes in a variety of grade levels/subject areas, highlighting connection to specific PA Core Standards and AASL *Standards for the 21st-Century Learner*
- Infographic identifying information literacy skills taught at each grade level to demonstrate the development and progression of student competencies at each successive grade level
- Chart of student gains in information literacy skills development over each school year compared with a base year
- Example of unit learning plan carried out with specific classroom teacher(s) that includes examples of planning, co-teaching, and student assessment

1f. Designing Student Assessments

- Congruent with Instructional Outcomes
- Criteria and Standards
- Design of Formative Assessments

The Distinguished Librarian aligns student assessment with instructional outcomes and PA Core Standards, adapts appropriate assessment methodologies for groups of diverse students, and uses formative assessment effectively to monitor and adjust instruction.

Question: Are you regularly using formative assessment to monitor student understanding and adjust and differentiate your instruction when needed?

Examples of Supporting Evidence

- Examples of differentiated formative assessment to monitor the progress of students of varying reading and achievement levels at various times throughout the learning process, e.g., exit tickets, peer assessment, self-assessment, simple rubric
- Summative assessments of student learning demonstrating a variety of formats, e.g., pre and post tests

Danielson Domain 2 Library/Classroom Environment

2a. Creating an Environment of Respect and Rapport

- Teacher (Librarian) Interaction with Students
- Student Interactions with One Another

The Distinguished Librarian demonstrates knowledge and caring about individual students' lives beyond school and respects each student's dignity.

Question: Are your guidelines/norms for positive student behavior in the library in alignment with your school's Code of Conduct and district's mission statement? Are these norms displayed, communicated to, and modeled consistently for your students?

Examples of Supporting Evidence

- Your reflection on how you have fostered the library as "safe space" for all students within the school
- Your reflection on how you have established norms of student behavior (e.g., behavior contracts, discipline plan, guidelines) and how successful you have been in encouraging students to model these norms
- Examples of resources purchased to meet specific student interests and needs
- List of charitable donations and in-kind contributions you have made to student organizations
- Summary of examples of helping students and teachers through phone calls/emails answered over weekends and during holidays
- Example of your learning plan and instruction about digital citizenship
- List of members of student library advisory board and summary of their activities
- List of student workers and how they helped other students, teachers, and staff (e.g., as tech support)
- Photographs of signs/posters/displays in library that demonstrate inclusiveness
- Photographs of displays in the library of student work, including technology-based projects, art, music, and written work
- Example of how you implemented a suggestion from the Student Suggestion Box or Student Council
- Example of student book reviews displayed in different formats, e.g., audio, video, poster
- Explanation of strategies for making all students welcome in library (e.g., LGBTQ, special needs, English Language Learners, new students)
- Samples of communication with parents about school library (e.g., newsletter, info on library home page)
- Summary and analysis of student interest survey
- Examples of anti-bullying resources, bulletin boards, programming
- Photo of posting of library expectations/behavior norms to encourage behavior that allows all students to learn
- Photos of students using collaborative space for team work
- Chart of number of students participating in special events that are separate from curriculum-related instruction (e.g., book discussion groups, author visits, Read Across America activities)
- Observations noting accommodations of student preferences

2b. Establishing a Culture for Learning

- Importance of the Content
- Expectations for Learning and Achievement
- Student Pride in Work

The Distinguished Librarian conveys high expectations for learning by all students.

Question: How do you communicate your high expectations to students?

Examples of Supporting Evidence

- Highlight of section of orientation handout/brochure with student expectations and objectives
- Screenshot of website information for use of library
- Example of learning plan highlighting student-oriented inquiry-based learning and examples of student projects
- Information brochure for new students to school about using the library and its resources
- Information brochure for new teachers to school as part of their induction process and for student teachers and substitute teachers about using the library
- Documentation of the library's social media presence (e. g, on Twitter, Facebook)
- Chart of extended library access to students before and after the student school day, during evening hours and summer access and number of students who used the library during these times
- Documentation of student participation in related activities such as Battle of the Books, lunch-time or morning or after-school book discussion groups, author visits (e.g., photos, list of students, placements in competitions)
- Documentation of student worker involvement in makerspace activities such as video of morning announcements
- Photos of student end-of-unit projects displayed in library
- Documentation of efforts to encourage independent reading by students (e.g., student audio/video reviews, bulletin boards, author visits)
- Newspaper articles about library services and programs

2c. Managing Library/Classroom Procedures

- Management of Instructional Groups
- Management of Transitions
- Management of Materials and Supplies
- Performance of Non-Instructional Duties
- Supervision of Volunteers and Paraprofessionals

The Distinguished Librarian maximizes instructional time by implementing efficient and simple procedures that students and teachers understand and use.

Question: Are you consistently following best practices regarding information literacy instruction and library management?

Examples of Supporting Evidence

- Documentation of simple procedures established for library visits with class and with individual visits to make library use simple for students and teachers (e.g., simple attendance procedures for students, posting of schedule of classes by teachers electronically and at library entrance)

- Sample lesson plan for substitutes that include library procedures
- Section of PowerPoint/Prezi used for orientation that highlights library procedures
- Screen shot of information on the library website to assist students and staff in using the virtual library
- Photo documentation of safety, crisis, and emergency evacuation procedures, fire drills, lock down drills posted in library
- List, photo, and schedule of student workers and of adult volunteers and description of their responsibilities and how these volunteers carry out routine responsibilities so that the librarian can collaborate with teachers to help students learn
- Acceptable use policy (AUP) for student and faculty use of instructional and information technologies that encourages and streamlines usage
- Explanation of how circulation policies are student-centered (e. g., circulation of all resources and equipment in and out of library)
- Chart of circulation of resources and equipment and an explanation of how these policies make these resources and equipment more accessible and easier for students and teachers to use

2d. Managing Student Behavior

- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

The Distinguished Librarian responds to student behaviors with sensitivity and respect and consistently encourages positive student behaviors in the library so that all students can use it successfully.

Question: Do you have student behavior norms and policies that treat all students fairly and consistently and that align with the district's mission statement and with school policies and culture?

Examples of Supporting Evidence

- Your reflection on your strategies of encouraging positive student behaviors
- Rubric you've developed that encourages positive student behavior and photo showing it posted in library
- Chart documenting that your established student behavior norms have resulted in fewer or no referrals to administrators for discipline of students
- Documentation of your success with students with IEP/Emotional Support through notes on their behavior plans or examples of implementing rewards
- Chart showing that established student behavior norms in the library are congruent with school policies and procedures (e.g., using behavior contracts)
- Photos and chart documenting the number of students using the library café, makerspace, and collaborative space, and independent reading area appropriately
- Section of orientation lesson plan that illustrates encouragement of positive student behavior norms
- Reflection on consistency of implementing and monitoring student behavior norms
- Summary and analysis of the effectiveness of the student advisory group
- Chart of student behavior by class visit, with examples that demonstrate improvement of class behavior

2e. Organizing Physical Space

- Safety and Accessibility
- Arrangement of Furniture and Use of Physical Resources

The Distinguished Librarian makes innovative use of existing physical resources, including educational technologies, and assures that the physical arrangement of the library is conducive for all students to learn.

Question: Are all resources accessible to all users in your library and within the school as well as for students to access from home? Is the library facility and equipment accessible to all students?

Examples of Supporting Evidence

- Photos of students effectively using designated areas of library space as intended (e.g., reading area, makerspace, collaboration space, library café)
- List of resources, equipment, consumables, and activities available in the makerspace area
- Number, examples, and photos of projects related to the curriculum that students created using makerspace resources
- Documentation of usage of the makerspace (e.g., scheduling, sign-up)
- Student TV crew interview of students using makerspace resources
- Examples of podcasts created by students
- Examples or pictures of signage to make locating resources easier and more intuitive
- Photos of students using flexible arrangement of tables/ chairs that encourage collaboration
- List and photos of ADA compliance (e.g., photo with yardstick demonstrating width of aisles in stack area, Braille signs, physical adaptations for students with special needs)
- Email or letter to students, parents, and teachers about adaptive technologies available
- Photos highlighting special collections (e.g., research, new items, genres, graphic novels)
- Photos of bulletin boards and displays that appeal to students with descriptions of purpose
- Documentation of student and teacher use of technologies in teaching and learning (e.g., digital photo camera, Photo Story, Flip camera)
- Reflections on observations of how students, faculty, and staff use library for a wide variety of purposes
- Documentation of the currency and robustness of the library website through screen shots; number of visitors
- Documentation of ease of circulation of technology devices
- Before-and-after photos of library illustrating improved flow of students and areas designated for specific purposes, e.g., makerspace, collaborative work space

Danielson Domain 3 Instruction

3a. Communicating with Students

- Expectations for Learning
- Directions and Procedures
- Explanations of Content
- Use of Oral and Written Language

The Distinguished Librarian links the instructional purpose of each information literacy lesson to student interests, provides clear directions, and monitors consistently for student understanding.

Question: Are you able to communicate and scaffold your lesson to differentiate instruction for diverse students?

Examples of Supporting Evidence

- Examples of various types of student projects with your completed formative and summative assessment rubrics
- Your analysis of how you've communicated the results of student interest survey to students
- Screen shot of step-by-step instruction on how to access resources (e.g., bookmark, video, handout, and poster)
- PowerPoint slides explaining Boolean operators
- Example of learning plan in which you use scaffolding to help students learn
- Example of a student-made video explaining the process of developing a research question
- Examples of student discussion prompts with responses
- Video or script of puppet show using specialized library vocabulary (elementary level)
- Lyrics for a song about directions or procedures for the library (elementary level)
- Examples of email exchange with a student and/or teacher in which you answer their reference question
- Example of an online tutorial

3b. Using Questioning and Discussion Techniques

- Quality of Questions
- Discussion Techniques
- Student Participation

The Distinguished Librarian uses a variety of “big questions” or probing prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.

Question: Are you engaging and challenging all students in discussion with your “big questions” and thoughtful prompts?

Examples of Supporting Evidence

- Sample of an exit ticket that presents examples of metacognition from student responses
- Example of an thoughtful entry from a student blog
- Formative assessment used to develop effective search strategies
- Sample list of questions used in a lesson to stimulate student discussion
- Summary of group-discussion roles encouraged (e.g., discussion leader, time keeper, note taker)
- Examples and photos from student book discussion club (e.g., books selected, number of students who participated)
- Example from a “think, pair, share” exercise for students

3c. Engaging Students in Learning

- Activities and Assignments
- Grouping of Students
- Instructional Materials and Resources
- Structure and Pacing

The Distinguished Librarian engages virtually all students in learning and provides suitable scaffolding to help students align with the instructional outcomes.

Question: Are you engaging all students in learning activities with your instructional strategies?

Examples of Supporting Evidence

- Examples of student projects that engage all learners by using different types of student groupings
- Examples of final student projects from a lesson you taught that you think most engaged your students
- Example of a student-completed KWL (knows, wants to know, and has learned) chart for a lesson
- Web of student-generated topics for a research project
- Examples of student-generated book reviews of their independent reading in audio/video/written formats mounted on library website
- Photo of display of reading competition outcomes (e.g., Accelerated Reader chart, Battle of the Books trophies)
- Flyers, video, and photos of author visits with reflection of what students learned from their participation

3d. Using Assessment in Instruction

- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-Assessment and Monitoring of Progress

The Distinguished Librarian fully integrates various types of formative assessment into instruction and provides feedback that is timely, accurate, specific, and advances student learning.

Question: Are you consistently using informal, formative assessments of student learning?

Examples of Supporting Evidence

- Sample of a rubric used as formative assessment (e.g., student exit ticket)
- Example of a completed student self-assessment form
- Example of completed student peer evaluation form
- Copy of student work with your formative and summative feedback

3e. Demonstrating Flexibility and Responsiveness

- Lesson Adjustment
- Response to Student
- Persistence

The Distinguished Librarian seizes opportunities to enhance learning by building on a spontaneous event or a specific student interest, or by successfully adjusting and differentiating instruction to address individual student misunderstandings.

Question: Are you regularly checking student work or responses for understanding, monitoring and adjusting your instruction, and checking for student engagement?

Examples of Supporting Evidence

- Video of librarian teaching that demonstrates adjusting your instruction
- Examples of student work that has been resubmitted for improvement as a result of librarian feedback
- Documentation of finding resources for teachers
- Examples of pathfinders of resources that respond to information needs and interests of students (e.g., LibGuides, Pearltrees)
- Examples of differentiated learning stations
- Exit ticket from a “think, pair, share” activity
- Before-and-after-photos of library environment and your reflection on the need for change

Danielson Domain 4 Professional Responsibilities

4a. Reflecting on Teaching

- Accuracy
- Use in Future Teaching

The Distinguished Librarian assesses a lesson's effectiveness thoughtfully and realistically to determine if it achieved its instructional outcomes, cites many specific examples from the lesson, and weighs the relative strengths and weaknesses of each example.

Question: Are you consistently using formative assessment to monitor and adjust your instruction?

Examples of Supporting Evidence

- Sample of post-lesson evaluation with teacher partner(s) on collaborative unit
- Chart of your collaborations with individual teachers over school year and your analysis of success and plans for coming school year
- Evidence (or reflection) on adjusting assessments based on data collected
- Examples of information literacy curriculum development and revision, mapping, and/or evaluation
- Reflection of how your information literacy curriculum compares with *The Model Curriculum for PA School Library Programs* and where you need to revise and update.

4b. Maintaining Accurate Records

- Student Completion of Assignments
- Student Progress in Learning
- Non-instruction Records

The Distinguished Librarian maintains accurate and current information in usable forms on student completion of assignments and progress in learning.

Question: Have you established baseline data to serve as points of comparison and for improvement? Are you collecting appropriate instructional and managerial data and using these to improve library services?

Examples of Supporting Evidence

- Samples of report card grades assigned to students for information literacy with your explanation of how the student's grade was determined
- Analysis of how you spent the library budget by category and your reflection on its adequacy
- Sample of a grant proposal you submitted for funding
- Example of your raising funds for library resources and/or activities and how much money was raised and what it was used for
- The library's collection development policy and when and how it was developed/revised and who was involved
- Guidelines, policies and procedures on challenged library resources and when these were developed/revised
- Guidelines used to select and re-evaluate (i.e., weed) resources for the library collection
- Acceptable use policy (AUP) for information technologies
- Evidence of providing leadership in developing and revising district-approved policies: selection of resources and collection development, including weeding; challenged resources policy/guidelines, acceptable use policy
- Summary of number of informational reports made to administrators (e.g., monthly, grading period, term, annual)

4c. Communicating with Families

- Information about the Instructional Program
- Information about individual Students
- Engagement of Families in the Instructional Program

The Distinguished Librarian communicates with families regularly, is sensitive to cultural traditions, and encourages students to contribute to the communication.

Question: Are you providing communication and information to families both in print and electronically regarding the library program and their students' progress?

Examples of Supporting Evidence

- Examples of various methods of communications to parents (e.g., newsletter, email, website section, invitations to book fair and cooperative programs with public library)
- Example of a flyer inviting parents and guardians to visit the library during Parent Night/Open House
- Examples of collaboration with parents (e.g., the Book Fair, including photos, amount raised and number of items sold, number of parent volunteers)
- Summary of adult volunteer program with number of volunteers, photos, number of days worked, contributions to student learning, sample schedule, example of training materials
- Documentation of forming and sustaining a parent advisory board for the library (e.g., list of members, schedule and minutes of meetings)
- Documentation of your membership in the school parent/teacher group and attending and participating in its meetings

4d. Participating in Professional Communities

- Relationships with Colleagues
- Involvement in a Culture of Professional Inquiry
- Service to the School
- Participation in School and District Projects

Within the School and/or District:

The Distinguished Librarian demonstrates mutual support and cooperation with colleagues and takes initiative by volunteering to assume leadership among the faculty in at least one aspect of school or district life.

Question: Do you actively seek opportunities for collaboration both in the instructional program in your school as well as in the school, district, and community culture?

Examples of Supporting Evidence

- Evidence of extracurricular work or activities (e.g., participation in school committees, such as technology and curriculum, as well as meetings of department chairs)
- List of your sponsorship of or assisting with a club, organization, and/or athletic team with a summary of your activities
- Examples of written communication with faculty, staff, and administration (e.g., email, notes, memos, flyers)
- Examples of direct work with principals/other administrators
- Documentation of professional development offered to teachers (e.g., use of technology such as a Smart Board and Publisher, including handouts, numbers of participants, summary of participant evaluations, and your reflections on success)
- Documentation of special services you provide to teachers (e.g., book club, special borrowing of resources and equipment, alerts about new resources, recommended readings, ordering of special resources)
- Calendar of special events in library and in school (e.g., Earth Day, Teen Tech Week, Teen Read Week, Banned Books Week, National Library Week, Read Across America) with number of participants and photos of activities
- Sample of contribution to school/community cable channel

Within the Educational and Library Community:

The Distinguished Librarian takes a leadership role in promoting a culture of professional inquiry.

Question: Do you actively seek opportunities for collaboration in the professional educator and librarian community? How do you contribute to your community?

Examples of Supporting Evidence

- Examples of networking with other librarians within and outside the district (e.g., meetings attended at local, regional, state and national levels with reflection of how this has helped you become more effective)
- Screenshot examples of professional social media participation (e.g., blog, Twitter, LinkedIn, Facebook, Pinterest)
- PDF or paper copy of reviews, columns, and articles you contributed in professional library and education journals, e.g., *Knowledge Quest*, *School Library Journal*, *Teacher Librarian*, *Journal of Research on Technology in Education*, *The Reading Teacher*
- Copy of conference programs showing your presentation of a program/workshop with supporting documents, photos, and number of participants
- Evidence of membership and participation in library and education professional organizations and their conferences, e.g., at the state level: Pennsylvania School Librarians Association and one of its regional affiliates, Pennsylvania Educational Technology Expo & Conference (PETE&C), Keystone State Reading Association (KSRA) Pennsylvania Association for Supervision and Curriculum Development (PASCD); at the national level: American Association of School Librarians (AASL), International Society for Technology in Education (ISTE), Association for Supervision and Curriculum Development (ASCD)

4e. Growing and Developing Professionally

- Enhancement of Content Knowledge and Pedagogical Skill
- Receptivity to Feedback from Colleagues
- Service to the Profession

The Distinguished Librarian seeks out opportunities for professional development and makes a systematic effort to conduct action research to improve library services.

Question: How often do you seek out opportunities for professional development, accept constructive suggestions from administrators and colleagues, and volunteer to provide professional development for staff?

Examples of Supporting Evidence

- Proof of conference attendance and professional development; Act 48 documentation
- Reflections of professional journal articles read with their citations
- Copy of conference programs showing you have presented a program/workshop with supporting documents, photos, and number of participants
- Documentation of your participation in and/or offering of webinars and online workshops
- Chart and analysis of your reading of current professional journals, websites, blogs, wikis, e.g., *Knowledge Quest*, *School Library Journal*, *Teacher Librarian*, AASL website information

- Transcript of formal coursework (e.g., completing coursework toward or earning an advanced degree or any related coursework)
- Submission of portfolio to earn National Board Certification for Professional Teaching Standards (<http://www.nbpts.org>)
- Articles you have written for professional journals, newsletters

4f. Demonstrating Professionalism

- Integrity and Ethical Conduct
- Service to Students
- Advocacy
- Decision-Making

The Distinguished Librarian demonstrates honesty, integrity, ethical use of information, and confidentiality; complies fully with school and district regulations; takes a leadership role with colleagues in decision-making; and makes a concerted effort to ensure that all students, particularly those traditionally underserved, are honored in the school.

Question: Do you model ethical use of information and resources to students and staff?

Examples of Supporting Evidence

- Examples of assisting teachers and staff with legal issues related to use of information and media (e.g., copyright, intellectual freedom, HIPPA, FERPA)
- Example of lesson plan on ethical use of information and of resources
- Copyright/instruction/information you provide to students and teachers and an explanation of why it is important
- Handouts and resources from workshops, in-service programs, and/or trainings in information literacy and technology that you have provided to teachers, administrators, and/or other librarians
- Example of results of your action research
- Screenshots of the library school library website with robust and current information
- Evidence of providing speakers for school and/or district programs (e.g., legislators, local business leaders, authors)
- Evidence of making presentations to your school board and/or local organizations
- Sample of a student research project on intellectual freedom issues, ethical use of information, intellectual property
- Demonstrating responsibility for anti-plagiarism software and/or programs and teaching faculty, administrators, and students to use these programs effectively
- Example of your modeling professional use of message boards and social media

Resources on *Danielson's Framework for Teaching*

- PSLA. "Possible Examples of How the Framework for Teaching Could Apply to School Librarians." 2013. PDE SAS Portal accessed 6 August 2015: <http://static.pdesas.org/content/documents/Examples%20for%20School%20Librarians.pdf>

Formulating Student Learning Objectives (SLOs) to Document Student Progress

Definitions Useful in Developing Student Learning Objectives

Definitions useful in formulating SLOs quoted from PDE. "Student Learning Objectives (SLOs) Orientation Module" PowerPoint, May 2014.

PDE website accessed January 4, 2016: <http://www.pdesas.org/Page?pagelid=7>

Student Learning Objective: A process to document a measure of educator effectiveness based on student achievement of content standards.

Assessment Literacy: The skills, knowledge, and concepts associated with sound assessment practices, including the critical review of quality evidence.

Goal Statement: Narrative articulating the "big idea" or enduring understanding for students upon which the SLO is based. Note: *The Model Curriculum for PA School Library Programs* identifies seven big ideas.

Standards: targeted content standards used in developing SLOs, which are the foundation of performance measures. Note: *The Model Curriculum for PA School Library Programs* identifies 44 PA Core Standards that school librarians directly support.

Rationale Statement: Narrative providing reasons why the Goal Statement and the targeted content standards address important learning.

Performance Measure: An assessment tool used to measure the knowledge and skills acquired by students. A performance measure focuses on:

- **Growth** measures (i.e., measured across two points of time)
- **Mastery** measures (i.e., measured at a single point in time)
- **Growth and Mastery** measures (i.e., a combination of both metrics)

Performance Indicator: Statement of the expected level of achievement on each performance measure.

Elective Rating: Indication of four levels of performance that reflect an 'expectations continuum' by the educator prior to the evaluation period and then examined at the end of the evaluation period:

- Distinguished
- Proficient
- Needs Improvement
- Failing

SLO Process Phases

1. **Design:** think, organize, discuss, research
 - Think about which content standard(s) to measure
 - Organize standards and measures
 - Discuss collective goals with colleagues
 - Research what is needed for a high-quality SLO
2. **Build:** select, develop, complete, share
 - Select the performance measure
 - Develop targets and expectations

- Complete the SLO template
 - Share the draft with colleagues
3. **Review:** check, refine, edit, finalize, update
- Check draft SLO for quality
 - Refine measures and targets
 - Edit text and prepare discussion points and highlights for administrator
 - Finalize materials
 - Update SLO with performance data

The Model Curriculum for PA School Library Programs

It is both logical and expedient for you and the librarians in your district to plan for your own SLO development by using *The Model Curriculum* as a foundation to:

- Identify appropriate PA Core Standards from the 44 identified standards in English Language Arts, Reading and Writing in Science and Technology, Reading and Writing in Social Studies and History, and Business, Computers and Information Technology for which librarians have knowledge and expertise;
- Build on the three long-term transfer goals, “big ideas” (i.e., enduring understandings), and essential questions for students;
- Use the concepts (i.e., what students should understand) and competencies (i.e., what students should be able to do) as bases for SLOs
- Formulate the desired results students should achieve based on the long-term transfer goals, big ideas, concepts, and competencies for students;
- Construct assessment measures using the strategies and specific rubrics of Stage 2 Assessment; and
- Adapt or extrapolate from the detailed learning plans of Stage 3 (e.g., scenarios, teaching strategies, resources, ideas for differentiating student learning activities) to develop lesson plans.

PSLA website accessed 18 September 2015:

<http://www.psla.org/assets/Documents/Professional-Development/Model-Curriculum/Model-Curriculum-Overview-2014.pdf>

Long-term Transfer Goals for Students

Definition: Long-term transfer goals highlight the understandings, knowledge, and skills that we seek for our students in the long run: what we want students to be able to do when they confront new challenges—both in and outside of school.

Begin with the three long-term transfer goals from *The Model Curriculum for PA School Librarians*:

1. Read and evaluate text in all formats for learning, personal and aesthetic growth, and enjoyment
2. Research, analyze, synthesize, and evaluate information as critical consumers to draw conclusions and make informed decisions
3. Create, apply, and share knowledge ethically and effectively in a variety of media formats to communicate a coherent message

Steps in Designing Student Learning Objectives Based on *The Model Curriculum*

For this process, you’ll use the Student Learning Objective (SLO) Process Template

PDE SAS Portal accessed on 24 August 2015: <http://www.pdesas.org/Instruction/StudentLearningObjectives/>

Step 1. Section 2 of the SLO Template: SLO Goal

To design a coherent SLO, begin with a goal statement for your students. Use the “Student Learning Objective (SLO) Process Template” to design your SLO. Reviewing the three long-term transfer goals

and one or more of the seven “big ideas” or deep understandings from *The Model Curriculum* is a good starting point for developing the goal for your SLO.

Next, review the 33 library and information concepts students should understand and their related PA Core Standards to help you to narrow your focus.

From these concepts, examine the competency or competencies that students at your grade level should be able to demonstrate to show that they have achieved deep understanding. The competency statement, with specific modification, becomes your goal. (See Section 2 of the Template.)

Verify your PA Core Standard or Standards in 2b and provide your rationale for your goal in 2c.

Here’s an example:

1. **Long-term transfer goal:** Read and evaluate text in all formats for learning, personal and aesthetic growth, and enjoyment.
2. **“Big idea”:** Effective readers use appropriate strategies to construct meaning.
3. **Concept:** Evaluating Diverse Media
4. **PA Core Standard:** CC 1.2.G (PreK-12)
5. **Competency for Grade 7:** Compare and contrast how a different medium of delivery can have an impact on interpretation of informational text.
6. **SLO Goal:** Students will compare and contrast three resources in different formats that will help them interpret *The Diary of Anne Frank*.

Step 2. Section 3 of the SLO Template: Performance Measures

Next, devise a performance measure with specific performance indicators for all students and if desired, focused students.

- 3a. **Name of Performance Measure (PM):** What performance measure you’ll use, e.g., NoodleTools
- 3b. **Type:** This probably will be a “district-designed measure and exam,” a “student project” or a “student portfolio.”
- 3c. **Purpose:** Reason for creating SLO, to ensure that students will be able to . . .
- 3d. **Metric:** How you are measuring student performance--either “**Growth**” (change in student performance over time) or “**Mastery**” (a defined level of achievement) or a combination of both
- 3e. **Administration Frequency:** The timeframe for carrying out the SLO, e.g., during a grading period
- 3f. **Adaptations/Accommodations:** Identification of a focused student group for which you will have to differentiate, e.g., IEP, Gifted IEP, ELL
- 3g. **Resources/Equipment:** Specific needs to carry out your SLO, e.g., iPads, Skype
- 3h. **Scoring Tools:** What you will use to evaluate student performance, e.g., rubric
- 3i. **Administration & Scoring Personnel:** Who will be responsible to teach and to assess, e.g., you the librarian
- 3j. **Performance Reporting:** How the scores will be recorded and reported to the administrator

Step 3. Section 4 of the SLO Template: Performance Indicators

- 4a. **PI Targets: All Students Group:** The percentage of students who will meet the Performance Measure at the “Proficient” and “Distinguished” Rating by the completion date
- 4b. **Optional PPI Targets:** Focused Student Group: Use only if you have targeted a specific subgroup
- 4c. **PI Linked:** Optional—not used
- 4d. **PI Weighting:** Optional—not used

Step 4. Section 5 of the SLO Target: Elective Rating

- 5a. **Level:** The ranges for each elective rating of students meeting PI targets:
 - Failing: 0%-59% of students
 - Needs Improvement: 60%-69% of students
 - Proficient: 70%-89% of students
 - Distinguished: 90%-100% of students
- 5b. **Rating:** This is the rating assigned to you by the evaluator with any Notes/Explanation at the completion of the data collection, review and evaluation against each performance indicator and in the aggregate against 5a criteria.

The completed SLO Template is signed by both you and your evaluator.

NOTE:

Two sample Student Learning Objectives, one designed to measure growth and one designed to measure mastery, are posted on the PSLA website, under Professional Development--Educator Effectiveness System.

Template Examples

- **For All Templates:**
Homeroom, PDE. "Student Learning Objective (SLO) Process Template."
PDE SAS Portal accessed on 24 August 2015: <http://www.pdesas.org/Instruction/StudentLearningObjectives/>
- **Template for IEP:**
PDE. Special Education IEP, revised September 2014.
PDE website accessed 27 August 2015:
[http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Classroom%20Teaching%20Professionals/Student%20Learning%20Objective%20\(SLO\)%20Process%20for%20IEP%20Progress-Teacher%20Specific%20Data%20Template.pdf](http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Classroom%20Teaching%20Professionals/Student%20Learning%20Objective%20(SLO)%20Process%20for%20IEP%20Progress-Teacher%20Specific%20Data%20Template.pdf)

Resources on Student Learning Objectives

Official PDE Sites

- **SAS Portal of PDE.** <http://www.pdesas.org>
- **Research in Action (RIA) training platform, HOMEROOM:** <http://ria2001.org>

Other Resources

- Bucks County Intermediate Unit #22. "UbD, Formative Assessment, & SLOs." PowerPoint, February 12 & 24, 2014. Bucks County Intermediate Unit website accessed 27 August 2015: http://www3.bucksiu.org/cms/lib3/PA09000729/Centricity/Domain/70/UbD_FA_SLOs_Day%201_Feb12.pdf
- Eastern New Mexico University. "Student Learning Objectives (SLO) Action Verb List" 2005. Website accessed 27 August 2015: https://www.enmu.edu/academics/assessment/faculty/manual/verb_list.shtml
- Homeroom, PDE. "SLO Users Guide," June 2014 Working Draft. PDE SAS Portal accessed 24 August 2015: <http://www.pdesas.org/Instruction/StudentLearningObjectives/#>
- OnHand Schools. "Student Learning Objectives FAQs." June 17, 2015. OnHand Schools website accessed 24 August 2015: <http://www.onhandschools.com/blog/2014/04/student-learning-objectives-faqs>
- _____. "The Big Question: SLOs: White Paper." Nd. OnHand Schools website accessed 24 August 2015: <http://www.onhandschools.com/index.php?cID=301>
- PDE. "Student Performance Measures for Classroom Teachers Frequently Asked Questions." Rev. Oct. 2014. PDE website accessed on 24 August 2015: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Student%20Performance%20Measures%20for%20Classroom%20Teachers%20FAQs.pdf>

- PDE. Student Learning Objectives (SLOs) Modules, May 2014 (PowerPoint):
 1. Orientation
 2. “Building”
 3. “Designing”
 4. “Reviewing”

SAS Portal accessed 27 August 2015: <http://www.pdesas.org/Instruction/StudentLearningObjectives/>

Information for Your Administrator Helping Your Administrator Prepare to Evaluate You

Verify which administrator will evaluate you

District administrators make the decision of which administrator will evaluate you not PDE. The building principal is the administrator most often designated; in larger districts, however, the evaluator could be a supervisor of library media services or an assistant or associate principal. If you serve multiple buildings, the administrator who evaluates you might be the principal of the building at which you spend the largest percentage of your effort and is designated as your “home” school. Each of the principals at the other buildings you serve might provide information.

Whether you are classified as a Classroom Teaching Professional (82-1) or a Non-teaching Professional (82-3), you should set up a meeting with your administrator early in the school year so that you can prepare for your evaluation and help the principal understand the scope of your responsibilities. Use this meeting as an opportunity to make your administrator’s task easier by providing a concise summary of your responsibilities. Seek counsel from other educators who have already had success with the EES process.

Prepare to meet with your administrator

- Access the SAS Portal of PDE so that you can use the many guides available on the SAS website (<http://pdesas.org>). Use the TeachScape system by entering your Professional Personnel Identification (PPID) number. To access training and documents for developing SLOs, use the learning platform “Homerom.”
Website accessed on January 4 2016: <http://www.pdesas.org/Page?pageld=7>
- Arrange a time early in the school year to meet with the administrator who will be evaluating you that is mindful of that administrator’s time, schedule, and duties.
- Use positive language in establishing the purpose of the meeting: “How might we . . . work together to make the evaluation process of me the librarian easier and less time-consuming for you, and more productive for both of us?”
- Prepare a tentative agenda with your questions depending on how you have been classified and your tenure status.
- Prepare a concise summary of your responsibilities to review with your administrator.
- **If you are classified as a Classroom Teaching Professional (82-1)**, prepare to propose your SLO and the class(es) you intend to use, and your methods of instruction.
- **If you are classified as a Non-teaching Professional (82-3)**, prepare a carefully curated sample of evidence you wish to present as an example of your final submission of evidence.
- **If you are tenured**, be aware of where you are in the cycle of supervision and be prepared to propose options depending on a formal observation or a mode of differentiated supervision if differentiated supervision is permitted by your district.
- Seek counsel from other educators who have had success in the EES.

Meet with your administrator

- If your district already has a timeline in place for the evaluation process, acknowledge that you are aware of it and are prepared to follow it. If your district has not established a timeline, make every attempt to establish a mutually agreeable one.

- Verify which administrator will evaluate you. If you are classified as a Classroom Teaching Professional (82-1), propose your SLO and the class(es) you intend to use, and your methods of instruction to gain the agreement of your administrator.
- **Formal Observation:** If this is the year in the cycle of supervision in which you must have a formal observation, establish the process of the formal observation cycle and schedule tentative dates for your Pre-Observation Conference, Observation, Post-Observation Collaborative Assessment. Verify which documents you need to produce for the evaluator.
 - **Pre-Observation Conference:** In advance of this conference, you should share your lesson plan with your evaluator. The pre-observation conference with the evaluator is focused on Danielson Domain 1 Planning and Preparation and some aspects of Domain 4 Professional Responsibilities (e.g., 4e. Growing and Developing Professionally, what aspects of the lesson are the result of recent professional development?). Based on the evidence you provide, the evaluator should share any input, which can then be added to your lesson plan.

These are examples of questions you should be prepared to answer at this conference:

- 1a. Demonstrating Knowledge of Content and Pedagogy:
 - What is the content to be taught?
 - What pre-requisite learning is required?
- 1b. Demonstrating Knowledge of Students
 - Characterize the class
 - How will you modify this lesson for groups or individual students?
- 1c. Selecting Instructional Outcomes
 - What do you want the students to learn during this lesson?
- 1d. Demonstrating Knowledge of Resources
 - What resources were considered for this lesson and rejected? Why?
 - What resources will be used? Why?
- 1e. Designing Coherent Instruction
 - List very briefly the steps of the lesson
- 1f. Designing Student Assessments
 - How will you measure the goals articulated in 1c.?
 - What does success look like?
- **Observation:** The evaluator should observe for a full class period and focus on how you have demonstrated all aspects of Domain 2 Classroom/Library Environment (a-e) and Domain 3 Instruction (a-e).
- **Post-Observation Conference:** At this conference, your evaluator should share her/his prepared assessment including strengths and areas of growth, and you should share your self-assessment of the observation with your evaluator.
- **Differentiated Supervision Modes:** If this year is not a formal observation year for you, be prepared to propose one of the three Differentiated Supervision Modes that will best demonstrate your effectiveness: PDE. Educator Effectiveness System—Differentiated Supervision, rev. September 2013.
 PDE website accessed 2 October 2015: <http://www.education.pa.gov/Documents/Teachers-Administrators/Educator%20Effectiveness/Classroom%20Teaching%20Professionals/Educator%20Effectiveness%20System%20-%20Differentiated%20Supervision.pdf>
 1. **Self-Directed Model/Action Research Mode** in which you “develop a structured, on-going reflection of a practice-related issue using the *Danielson Framework for Teaching*.” You may work individually with a partner, or in a small group to complete an action

- research project. Your evidence may be “meeting notes, resources, data collection tools, and the results of reflective sessions.”
2. **Portfolio Mode** in which you examine your “practice in relation to the *Danielson Framework for Teaching* and reflect in a written report and/or documented discussions with colleagues.”
 3. **Peer Coaching Mode** in which you “work with a partner teacher or a trio of teachers to discuss and observe your own or another teacher’s pedagogy, student learning, curriculum aligned to the PA Core Standards and other pertinent issues in a collaborative manner. . . . and work together to define their professional needs and develop plans to assist them in the successful completion of identified tasks including: specific target area(s), the evidence to be collected, observation dates, and a reflective session. Your evidence may be meeting notes, data collection tools, results of the observations, and the reflective sessions.”

Resources for Meeting with Your Administrator

- “Possible Guiding Questions: Conversations between Principals and Teachers.” PDE, 2013. SAS Portal accessed 6 August 2015:
<http://static.pdesas.org/content/documents/Guiding%20Questions%20For%20School%20Librarians%206-20-2013.pdf>
- PDE. “Pennsylvania System for Principal Effectiveness.” May 2014. PA Gov Portal accessed 27 August 2015:
http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903/p/1173846
- PDE. “Pennsylvania’s Student Learning Objectives (SLO) Process: School Leaders.” SAS Portal accessed 27 August 2015:
<http://www.pdesas.org/Instruction/StudentLearningObjectives#> (Click on SLO Process-School Leader Module May 2014-R)
- PDE. “School Leader SLO Checklist.” May 2014. Accessed 30 November 2015
<http://www.ciu20.org/cms/lib07/PA01916263/Centricity/Domain/13/School%20Leaders%20SLO%20Checklist.pdf>