

Pennsylvania School Librarians Association
Employee Evaluation Form
School Librarian – Companion

Category I: Planning and Preparation – Through their knowledge of content and pedagogy skills in planning and preparation, teachers make plans and set goals based on the content to be learned, their knowledge of students and their instructional context. Category I reviews: Knowledge of Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Designing Coherent Instruction, Assessing Student Learning, Knowledge of Resources, Materials and Technology.

Performance demonstrates [First Performance Indicator]: In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Develops an information literacy curriculum that is based on PA Academic Standards and aligned with AASL "Information Literacy for Student Learning" standards as the basis for collaborating with content teachers in the planning process	Written instructional plans include the information literacy content embedded in the PA Standards and the facts, concepts, principles, structures, relationships, issues, assumptions and methods of inquiry central to that content.	Develops an information literacy curriculum that is not consistent with PA Academic Standards and not aligned with AASL "Information Literacy for Student Learning" standards and makes limited efforts to collaborate with content teachers in the planning process	Written instructional plans include limited and/or incorrect information literacy content.
	Pre- and post-observation conferences confirm the school librarian references information literacy standards with automaticity in planning sessions with teachers.		Pre- and post-observation conferences confirm the school librarian inconsistently or incorrectly references information literacy standards and content standards in planning sessions and inconsistently plans with content teachers.

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Performance demonstrates [First Performance Indicator]: In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Influences the literature program in the school through knowledge of wide range of levels and topics in literature and through the research on literacy	Written instructional plans and pre- and post-observation conferences confirm the school librarian knows AASL student information literacy standards and how they interface with PA Academic Standards. Written instructional plans reflect the use of AASL publications.	Demonstrates limited influence on literature program in the school and has limited knowledge of the research on literacy	Written instructional plans and conferences confirm the school librarian has limited knowledge of AASL student information literacy standards and how they interface with PA Academic Standards. Written instructional plans do not reflect the use of AASL publications.
	Committee rosters, committee minutes, and quality of classroom collections confirm the school librarian seeks out opportunities to serve on committees and creates reading lists and collections of all types and in all disciplines.		Committee rosters, committee minutes, and quality of classroom collections confirm the school librarian makes limited contributions in determining reading lists within the school and provides reading lists only upon request.

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Performance demonstrates [First Performance Indicator]: In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	<p>Instructional plans and plans for school wide events confirm the school librarian promotes reading through initiatives such as book talks, story telling, silent sustained reading, reading aloud, and other school events.</p> <p>Committee rosters confirm the school librarian serves on literacy committees throughout the community.</p> <p>Incorporation of new literacy strategies in instructional plans and school library programming confirms the school librarian attends literacy workshops.</p>		<p>Instructional plans and plans for school wide events confirm the school librarian uses limited techniques to promote reading within the regularly scheduled activities of the library.</p> <p>Committee rosters confirm the school librarian is not active on literacy committees throughout the community.</p> <p>Literacy strategies are not evident in instructional plans or school library programming.</p>

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Performance demonstrates [First Performance Indicator]: In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Applies research base and best practices to collecting, organizing, and maintaining resources to provide easy access to information	Feedback in teacher and student surveys and other data confirm information is accessible.	Makes limited use of research and best practices in collecting, organizing, and maintaining resources to provide easy access to information	No feedback from teacher and student surveys or other data is available to confirm information is available or data confirms information is not easily accessible.
Applies knowledge of the strategies for identifying, selecting, retrieving, analyzing, evaluating, using, synthesizing and communicating information to the development of instructional plans	Professional development plans for teachers and instructional plans for students include strategies for accessing information.	Demonstrates limited knowledge of the strategies for identifying, selecting, retrieving, analyzing, evaluating, using, synthesizing, and communicating information in development of instructional plans	Strategies for accessing information are not evident in professional development plans for teachers or in instructional plans for students. Instructional plans and pre- and post-observation conferences reflect limited knowledge of the process of information search and retrieval and student information seeking behaviors.

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Performance demonstrates [First Performance Indicator]: In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Influences technology policies and practices at the school level through knowledge of technologies for information creation, storage, retrieval, organization, communication and use	Student reference interviews are included in instructional plans.	Demonstrates limited influence on technology policies and practices at the school level and limited knowledge of technologies for information creation, storage, retrieval, organization, communication and use	Student reference interviews are not consistently reflected in instructional plans.
	The school librarian contributes to technology planning at school level by participating on school technology teams.		The school librarian does not participate on school technology teams.
	Collection includes access to a wide range of electronic formats.		Collection includes access to few electronic formats.
	Selection criteria are defined for electronic formats.		Selection criteria are not defined for electronic formats.

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Performance demonstrates [First Performance Indicator]: In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Knows the ethical codes of the profession and how to apply them within the context of local school district policies and regulations	Instructional plans reflect expectations for student to access electronic information and create electronic products and performances. There is movement toward automating management functions: inventory, circulation, cataloging, interlibrary loan.	Demonstrates limited knowledge of the ethical codes of the profession and how to apply them within the context of local school district policies and regulations	Instructional plans do not set expectations for all students to access electronic information and/or create electronic products and performances. There is limited movement toward automating management functions: inventory, circulation, cataloging, interlibrary loan. The school librarian does not have limited modeling of the tenets of intellectual freedom, does not consistently preserve the confidentiality of information requests, does not consistently follow the procedures for proper citation, and does not consistently adhere to the guidelines and laws governing intellectual property and fair use.

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Performance demonstrates [First Performance Indicator]: In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	Staff development logs and instructional plans reflect the school librarian arranges and supports staff development sessions for teachers and administrators and instruction for students on intellectual freedom, confidentiality, source citation, and fair use and strongly encourages compliance with principles and procedures.		Staff development logs for teachers and administrators, training and instructional plans for students related to intellectual freedom, confidentiality, source citation, intellectual property, and fair use are not evident and/or do not reflect the school librarian's involvement in training and instruction.

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Performance demonstrates [Second Performance Indicator]: Thorough knowledge of students and how to use this knowledge to direct and guide instruction

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Demonstrates an understanding of the expected physical, social, emotional, and cognitive characteristics of students as they progress through developmental stages and an understanding that there are individual student variations in development	The school library collection provides a range of resources to support all students in experiencing success in the mastery of content goals and information literacy goals.	Demonstrates limited or no understanding of the expected physical, social, emotional, and cognitive characteristics of students as they progress through developmental stages and limited or no understanding that there are individual student variations in development	The school library collection provides a limited range of resources to support all students in experiencing success in the mastery of content goals and information literacy goals.
	Written instructional plans reflect differentiation of resources and end products to accommodate student needs.		Written instructional plans reflect limited differentiation of resources and end products to accommodate student needs.

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Performance demonstrates [Second Performance Indicator]: Thorough knowledge of students and how to use this knowledge to direct and guide instruction

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Demonstrates an understanding that experience and culture influence behavior and learning	The school library collection is reflective of the cultural backgrounds of the students.	Demonstrates limited or no understanding that experience and culture influence behavior and learning	The school library collection does not reflect the cultural backgrounds of the students. Written instructional plans include limited or no examples and resources reflective of the cultural backgrounds of the students in the class.
Demonstrates an understanding of the theory of multiple intelligences	Written instructional plans include examples and resources reflective of the cultural backgrounds of the students in the class. The school library program includes the capacity for students to produce a variety of end products to demonstrate mastery of content goals.	Demonstrates limited or no understanding of multiple intelligences.	The school library program includes no or limited capacity for students to produce a variety of end products to demonstrate mastery of content goals.

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Performance demonstrates [Second Performance Indicator]: Thorough knowledge of students and how to use this knowledge to direct and guide instruction

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	Written instructional plans include a range of end product options for students to demonstrate mastery of information literacy goals and content goals.		Written instructional plans reflect a pattern of defining limited end product options for students to demonstrate mastery of information literacy goals and content goals.

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Performance demonstrates [Third Performance Indicator]: Clear and appropriate instructional goals that reflect PA standards and high expectations for students

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
<p>Defines information literacy goals, including technology and research goals, that reflect PA Standards to integrate with and/or relate to discipline content goals</p>	<p>Interdisciplinary student engagement in reading, writing, speaking, listening, and researching for understanding, enrichment and enjoyment is observable in instructional plans and in school library programming.</p> <p>The teacher's and school librarian's instructional plans confirm planned student use of technology to accomplish instructional goals and teacher and school librarian use of technology to instruct students.</p>	<p>Defines information literacy goals narrowly in selecting goals for instructional planning and makes limited efforts to integrate with or relate to discipline content goals</p>	<p>Instructional plans reflect isolated, self-contained literacy initiatives inconsistent with PA Standards.</p> <p>Limited planned use of technology is reflected in the school librarian's instructional plans.</p>

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Performance demonstrates [Third Performance Indicator]: Clear and appropriate instructional goals that reflect PA standards and high expectations for students

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Defines student learning with goal statements that can be assessed	Teacher’s and school librarian’s instructional plans and pre- and post-observation conferences confirm collaboration in planning for shared assessment of both the process and products of student learning.	Defines student learning with a combination of goals and activities that cannot all be assessed	The school librarian’s instructional plans and pre- and post-observation conferences confirm limited knowledge about and planned use of assessment strategies based on goals.
Sets high expectations for all students with goal statements	The school librarian’s and classroom teacher’s instructional plans reflect a variety of strategies needed to differentiate instruction, create alternate assessment formats, and create a variety of instructional and assessment contexts.	Sets no or low expectations for some students with goal statements	The school librarian’s instructional plans confirm the school librarian consistently uses large group instruction with limited differentiation.

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Performance demonstrates [Third Performance Indicator]: Clear and appropriate instructional goals that reflect PA standards and high expectations for students

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	Instructional plans are based on premise students are independent, confident users of information and self-directed and persistent in their information seeking behavior.		Instructional plans are based on premise students exhibit limited self-direction and persistence in information seeking behavior and rely on the school librarian to provide needed information.

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Performance demonstrates [Fourth Performance Indicator]: In-depth and thorough awareness of resources, materials or technology available through the school or district or professional organizations

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Provides open access to a collection of resources and technology within budget constraints to meet teacher and student needs and to enhance learning	Collection analysis confirms information is available in a range of formats, including online, and includes local, regional, state, national and international sources. Collection analysis confirms quality of collection Collection analysis confirms academic and literature holdings adequate to deliver and supplement the curriculum.	Provides limited access to a collection of resources and technology that does not adequately meet teacher and student needs	Collection analysis, if available, reflects information is available in traditional print and nonprint formats with a limited number of online sources Collection analysis, if available, confirms limited quality of collection. Collection analysis, if available, confirms holdings support academic needs but do not adequately accommodate demographic, cultural, or recreational needs.

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Performance demonstrates [Fourth Performance Indicator]: In-depth and thorough awareness of resources, materials or technology available through the school or district or professional organizations

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	<p>Client surveys confirm collection meets instructional and recreational needs.</p> <p>Resources are available in primary language of learners.</p> <p>Resources are available to accommodate learning and physical disabilities.</p>		<p>Client surveys are not available.</p> <p>Resources in primary language of learners are available in limited numbers or not available.</p> <p>Resources to accommodate learning and physical disabilities are available in limited numbers or not available.</p>

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Performance demonstrates [Fourth Performance Indicator]: In-depth and thorough awareness of resources, materials or technology available through the school or district or professional organizations

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	<p>Written materials selection policy specifies critical selection criteria and teacher input as subject matter experts as integral to purchasing process for resources and technology.</p> <p>Technology inventory reflects appropriate technology is available in quality and quantity for teachers and students to create, manage, retrieve communicate and use information.</p> <p>Client surveys indicate technology is available to teachers and students.</p>		<p>A written materials selection policy, if it exists, does not specify critical selection criteria or require input from teachers in the purchasing process for resources and technology.</p> <p>Technology inventory, if it exists, reflects dated technology available in limited quantities.</p> <p>Client surveys are not available.</p>

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Performance demonstrates [Fourth Performance Indicator]: In-depth and thorough awareness of resources, materials or technology available through the school or district or professional organizations

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	<p>The school librarian prepares an annual budget to purchase resources and technology based on justified needs.</p> <p>A log shows the school librarian advocates for funding at building and district levels.</p> <p>The school librarian pursues grant opportunities and has completed applications on file.</p>		<p>The school librarian does not prepare an annual budget to purchase resources and technology based on justified needs.</p> <p>There is limited or no evidence of advocacy for funding.</p> <p>There is no evidence of grant seeking.</p>

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Performance demonstrates [Fourth Performance Indicator]: In-depth and thorough awareness of resources, materials or technology available through the school or district or professional organizations

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	<p>Observations, logs, and pre- and post-conferences confirm the school librarian encourages appropriate use of information by planning, modeling, teaching and demonstrating ethical use of resources and technology.</p> <p>Committee minutes confirm the school librarian participates on planning teams and committees to make all members of the learning community aware of best use of resources and technology.</p>		<p>Observations, logs, and pre- and post-conferences confirm the school librarian makes information available but does limited outreach through planning, modeling, teaching and demonstrating ethical use of resources and technology.</p> <p>Committee minutes confirm limited or no school librarian participation on planning teams and committees.</p>

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Performance demonstrates [Fourth Performance Indicator]: In-depth and thorough awareness of resources, materials or technology available through the school or district or professional organizations

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	Staff development agendas, logs, pre- and post-conferences, and teacher and school librarian observations confirm the school librarian supports colleagues in relating and integrating technology and resources with the content disciplines to enhance learning.		Staff development agendas, logs, pre- and post-conferences, and teacher and school librarian observations confirm limited supportive initiatives by the school librarian to encourage colleagues to relate and integrate technology and resources with the content disciplines.
	School library program practices and policies create a positive climate for students and teachers and provide open access to the school library.		School library program practices and policies create a negative climate for students and teachers and restrict access to the school library.

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Performance demonstrates [Fifth Performance Indicator]: Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Establishes an annual plan at the beginning of each school year to set expectations for all students to master appropriate information literacy goals	A written plan based on curriculum mapping and/or collaboration with teachers is available.	Does not establish a plan at the beginning of each school year to set expectations for all students to master appropriate information literacy goals	A written plan is not available or is not based on curriculum mapping and/or collaboration .
Applies the basic elements of instructional design, both as an individual and as a team member, to produce coherent instructional plans that operationalize the annual plan	Written instructional plans that are content appropriate and student-relevant either relate or integrate information literacy goals with content discipline goals. Written instructional plans include instructional goals, content, relevant activities, differentiated strategies, differentiated resources and assessment options.	Develops, in isolation, a series of instructional plans for individual information literacy goals that lack coherence	Written instructional plans are not related to or integrated with content discipline goals. Written instructional plans do not include activities that support instructional goals and reflect limited planning for differentiation of strategies, resources or assessment.

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Performance demonstrates [Fifth Performance Indicator]: Appropriate instructional design in which plans for various elements are aligned with the instructional goals and have a recognizable sequence and required adaptations for individual student needs

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	<p>Written instructional plans reflect consideration of connecting new student learning to prior learning.</p> <p>Written instructional plans include consideration of grouping and re-grouping of students based on assessment data.</p>		<p>Written instructional plans include limited or no evidence of consideration of connecting new student learning to prior learning.</p> <p>Written instructional plans provide no or limited options for student grouping and regrouping.</p>

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Performance demonstrates [First Performance Indicator]: In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Develops a variety of formal and informal assessment strategies to monitor, promote and measure student learning	Written instructional plans include clearly stated assessment criteria and standards. Written instructional plans include strategies appropriate to relate or integrate assessment of information literacy standards with content standards. Written instructional plans include strategies that provide multiple assessment contexts and formats to meet the needs of all students.	Develops single assessments and traditional tests to monitor, promote and measure student learning	Assessment criteria and standards, if included, are not clearly stated in the instructional plan. Assessment strategies in written instructional plans reflect limited relationship between assessment of information literacy standards and content standards. Written instructional plans do not reflect multiple assessment contexts, formats, or opportunities for students to demonstrate mastery.

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Performance demonstrates [First Performance Indicator]: In-depth and thorough knowledge of content, pedagogy and Pa. Academic Standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Uses assessment data to plan and evaluate instruction.	Written instructional plans provide frequent opportunities for all students to demonstrate mastery. Written instructional plans reflect student input into the development of assessment strategies. Conferences with school librarian confirm student data collected via assessments are used to modify instructional plans and written instructional plans confirm modification.	Does not use assessment data to plan and evaluate instruction.	Written instructional plans provide few opportunities for all students to demonstrate mastery. Written instructional plans reflect no student input into the development of assessment strategies. Conferences with school librarian confirm student data collected via assessments are not used to evaluate and modify instructional plans.

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Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.

Performance demonstrates [First Performance Indicator]: High and clear expectations for student achievement with value placed on the quality of student work.

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Establishes a culture that sets high expectations for student achievement	Observation confirms instructional goals, activities, interactions, and classroom environment convey high expectations for student achievement.	Establishes a culture that conveys modest expectations for student achievement	Observation confirms instructional goals, activities, interactions, and classroom environment convey modest expectations for student achievement.
Monitors for quality	Students consistently strive to produce high quality work. Observation confirms that the school librarian uses a variety of strategies for checking understanding.	Does not monitor for quality	Students focus on task completion rather than producing high quality work. Observation confirms that the school librarian does not check for understanding.

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Performance demonstrates: [Second Performance Indicator]: Significant attention to equitable learning opportunities for students

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Provides all students equal access to services and resources	Written policies for student use provide opportunities for access through classroom scheduling, small group, and individual means. Calendars for classroom scheduling and posted times show access to services and resources for all students. Student and teacher surveys show a high degree of satisfaction with access to services and resources. Technology necessary to access information sources is available to all students.	Provides students with limited access to services and resources	Written policies lack attention to equal access by all students for services and resources. The school library is closed or has limited access during the school day and year. Calendars for classroom scheduling and posted times for access reflect little consideration to equitable access to services and resources for all students. Student and teacher surveys show some satisfaction with access to services and resources. Technology necessary to access information sources is limited for students.

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Performance demonstrates: [Second Performance Indicator]: Significant attention to equitable learning opportunities for students

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Plans learning activities in collaboration teachers	Organizers, calendars, and instructional plans reflect collaboration.	Plans learning activities in isolation	Organizers, calendars, and/or instructional plans reflect limited collaboration.

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Category II: Classroom Environment -- Teachers establish and maintain a purposeful and equitable environment for learning, in which students feel safe, valued, and respected by instituting routines and by setting clear expectations for student behavior. Category II reviews: Teacher Interaction with Students, Establishment of an Environment for Learning, Student Interaction.

Performance demonstrates [Third Performance Indicator]: Appropriate and highly respectful interactions between teacher and students and among students

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Creates an atmosphere in the school library conducive to learning	Schedule shows promotional activities generated by the school librarian. The amount and patterns of usage as shown in scheduling calendars and statistics are supportive for learning. Observation shows that the school library staff is friendly, helpful, and accommodating to all students and teachers.		Records show few promotion activities generated by the school librarian. The scheduling calendars and statistics show a limited pattern of usage that supports learning. Observation shows that the school library staff is not friendly, helpful, and accommodating to all students and teachers. Observation shows student interactions are characterized by conflict.
Encourages student involvement in establishing parameters for respectful interactions among students and between the students and the school librarian	Observation shows positive interactions between and among students.		

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Performance demonstrates: [Fourth Performance Indicator]: Highly effective classroom routines and procedures resulting in little or no loss of instructional time

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Teaches procedures and routines for efficient use of learning time.	Attention to procedures and routines is evident in instructional plans.	Does not consistently teach procedures and routines for the efficient use of learning time	Procedures and routines are inconsistently addressed in instructional plans.
Establishes procedures and routines to provide attention and focus for the identified learning task and to ensure productivity for all students	Observation confirms students follow procedures and routines in the daily operation of the center. Student work confirms completion of learning tasks.	Establishes procedures and routines that provide limited focus on learning tasks	Observation confirms students inconsistently follow procedures and routines in the daily operation of the center. Students do not consistently complete learning tasks.
	Observed classes run smoothly with little loss of time on task for learning.		Observed classes show no consistency of understanding by students of what they are to do.

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Performance demonstrates: [Fifth Performance Indicator]: Clear standards of conduct and effective management of student behavior

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Establishes clear standards of conduct for all students	Standards of conduct are available Standards of conduct are communicated to students. A written discipline plan is available.	Does not establish standards of conduct.	Standards of conduct are not available Standards of conduct are not communicated to students. A written discipline plan is not available.
Teaches student procedures and routines for effective school library management	Observation shows minimal student behavior problems.	Does not teach student procedures and routines for effective school library management	Observation shows frequent and recurring student behavior problems.
Instills respect in students for the facilities and resources of the school library	Little vandalism occurs in the school library.	Does not instill respect in students for the facilities and resources of the school library	Acts of vandalism are frequent and recurring.
Monitors student conduct	Observation shows that the school librarian is aware of student behavior in all areas of the school library.	Monitors student behavior inconsistently	Observation shows that the school librarian is unaware of student behavior in all areas of the school library.

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Performance demonstrates: [Fifth Performance Indicator]: Clear standards of conduct and effective management of student behavior

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Responds appropriately to student misconduct.	The school librarian follows the policies adopted by the school. The school librarian responds consistently to individual situations, respecting student dignity.	Respond inappropriately to student misconduct.	The school librarian fails to follow the policies adopted by the school. The school librarian responds inconsistently to individual situations, causing embarrassment or inappropriate feedback from students.

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Performance demonstrates: [Sixth Performance Indicator]: Safe and skillful organization of physical space, to the extent it is under the control of the teacher, that provides accessibility to learning and to the use of resources.

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Makes physical space functional and attractive	Observation confirms the school library is functional and attractive.	Does not attempt to make physical space functional, attractive	Observation confirms the school library is not functional and/or attractive.
Ensures accessibility to all learners, including students with special needs, to services and resources in the school library	Observation confirms that classes, groups, and individual students can easily access services and resources.	Does not ensure accessibility to all learners, including students with special needs, to services and resources in the school library	Observation confirms that classes, groups and/or individual students have difficulty using the services and resources of the school library.
	Observation confirms the school librarian provides proper space and accommodations for special needs students within the constraints of the physical structure.		Observation confirms the school librarian does not provide proper space and accommodations for special needs students within the constraints of the physical structure.

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Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness)

Performance demonstrates [First Performance Indicator]: Clear and appropriate communication of procedures and high quality explanations of content

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Articulates content based on a district approved information literacy curriculum that is based on PA Academic Standards and aligned with AASL Information "Literacy Standards for Student Learning"	Observation confirms that the school librarian communicates the content of the information literacy curriculum appropriately and clearly to students and teachers.	Does not articulate content based on a district approved information literacy curriculum that is based on PA Academic Standards and aligned with AASL Information "Literacy Standards for Student Learning"	Observation confirms that the school librarian does not communicate the content of the information literacy curriculum appropriately and clearly to students and teachers.
Uses a variety of communications modes	Observation shows that the school librarian uses a combination of written, oral, and visual techniques.	Does not use a variety of communication modes	Observation shows that the school librarian uses primarily one communication mode.
Communicates to students clear directions and procedures	Observations and post-observation conferences confirm that the school librarian's spoken and written language is clear and correct.	Communicates to students directions and procedures that may be unclear and confusing	Observations and post-observation conferences confirm that the school librarian's spoken and written language may contain grammar or syntax errors.

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Performance demonstrates [First Performance Indicator]: Clear and appropriate communication of procedures and high quality explanations of content

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	Vocabulary is appropriate to students' age and interests. Directions and procedures are consistently communicated and contain appropriate level of detail. Assignments are well written and/or clearly articulated.		Vocabulary may be inappropriate to students' age and interests. Directions and procedures are not consistently communicated nor contain appropriate level of detail. Assignments are confusing.

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Performance demonstrates [Second Performance Indicator]: Highly effective use of questioning and discussion strategies that encourage many students to participate

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Uses a combination of low and high level questioning techniques during instruction to encourage student participation in the lesson	Lesson plans and observations confirm use of recall questions as well as the essential questions that encourage students to use critical thinking skills.	Predominantly uses low-level questioning techniques	Lesson plans and observations confirm recall questions and the absence of essential questions.
Monitors and successfully engages all students in the class discussion	Observation confirms the school librarian uses a variety of strategies to draw all students into class discussion.	Inconsistently monitors and/or engages students in the class discussion	Observation confirms the discussion is dominated by the school librarian and a limited number of students.
Allows adequate time for students to respond	Classroom observation shows adequate time is given for students to respond.	Does not allow adequate time for students to respond	Classroom observation shows that inadequate time is given for students to respond.

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Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness)

Performance demonstrates [Third Performance Indicator]: High-level engagement of students in learning and adequate pacing of instruction

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Represents content accurately and appropriately and links it with student knowledge and experience	Observation confirms that the school librarian provides examples, models, and metaphors that relate new content, ideas or skills to students' knowledge and interests.	Represents content inaccurately and inappropriately and makes limited effort to link with students' knowledge and experience	Observation confirms that the school librarian provides limited and inappropriate examples, models, and metaphors to relate new content, ideas or skills to students' knowledge and interests.
	Observation confirms that the school librarian uses a balance of discussion techniques, oral descriptions, and visual organizers.		Observation confirms that the school librarian does not use a balance of discussion, oral descriptions, and visual organizers.
	Examples of successful student work reflect appropriateness of content.		There are no examples of student work that reflect appropriateness of content.

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Performance demonstrates [Third Performance Indicator]: High-level engagement of students in learning and adequate pacing of instruction

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
<p>Implements instructional plans that include relevant and authentic activities and assignments that are appropriate for students</p>	<p>Observation and pre- and post-conferences confirm that the school librarian has collaborated with classroom teachers to develop activities that relate/integrate information literacy with the content of other disciplines.</p> <p>Observation shows that students are engaged in posing problems, and working through alternative solutions.</p>	<p>Implements instructional plans that have limited relevance for students</p>	<p>Observation and pre- and post-conferences confirms that the school librarian has done limited or no collaboration with classroom teachers to develop activities that relate/integrate information literacy with the content of other disciplines.</p> <p>Observation shows limited student engagement in posing problems, and working through alternative solutions.</p>

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Performance demonstrates [Third Performance Indicator]: High-level engagement of students in learning and adequate pacing of instruction

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Engages students in the cognitive learning process	Classroom observation and pre- and post-conferences confirm that activities and assignments are appropriate for the content and relevant to student age and prior knowledge.	Observations and pre- and post-conferences confirm that the school librarian has not collaborated with classroom teachers to develop activities that relate/integrate information literacy with the content of other disciplines.	Classroom observation and pre- and post-conferences confirm that activities and assignments are not appropriate for the content and/or relevant to student age and prior knowledge.
Forms flexible instructional groups that are productive and appropriate to the students and to the instructional goals of the lesson	Classroom observation and videotape confirm that the students are constructing their understanding of content by initiating or adapting activities and projects.	Does not form flexible instructional groups that are productive and appropriate to the students and to the instructional goals of the lesson	Classroom observation and videotape confirms that he students are completing activities and assignments without constructing their understanding of content by initiating or adapting activities and projects.

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Performance demonstrates [Third Performance Indicator]: High-level engagement of students in learning and adequate pacing of instruction

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
	<p>Pre- and post-conference confirms groups were formed based on assessment data.</p> <p>Observation confirms that students have defined roles and know procedures for effective group work.</p> <p>Observation and videotaping confirm active monitoring of group work by the school librarian.</p>		<p>Pre and post-conference confirms groups were not formed based on assessment data.</p> <p>Observation does not confirm that students have defined roles and know procedures for effective group work.</p> <p>Observation and videotaping do not confirm active monitoring of group work by the school librarian.</p>

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Performance demonstrates [Third Performance Indicator]: High-level engagement of students in learning and adequate pacing of instruction

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Uses and/or creates instructional materials and resources, both print and electronic, to teach information literacy and discipline content and engage students mentally	Observation and electronic/print portfolios confirm the use of technology by the school librarian and the students. Observation and portfolios reflect the use of a variety of materials and resources including, but not limited to: multimedia presentations, pathfinders, portals, web evaluation tools, web quests, and other existing technologies.	Makes limited or ineffective use of instructional materials and resources, both print and electronic, to teach information literacy and discipline content and engage students mentally	Observation and electronic/print portfolios confirm limited and inappropriate use of technology by the school librarian and the students. Observation and portfolios do not reflect the use of a variety of materials and resources.

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Performance demonstrates [Third Performance Indicator]: High-level engagement of students in learning and adequate pacing of instruction

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Implements lessons that have a clearly defined structure used to organize activities	Observation confirms lessons have a recognizable beginning, middle, and end, with a clear introduction and summary.	Implements lessons that have limited or no clearly defined structure	Observation confirms lessons have no recognizable beginning, middle, and end, with no clear introduction and summary.
Uses pacing appropriate for all students when presenting instruction	Observation confirms students are given time for self-reflection. Observation confirms the pacing of the lesson for the majority of the students most of the time. Observation shows that students are not rushed in their work and that they are given opportunities for closure.	Uses inconsistent pacing when presenting instruction	Observation confirms students are given limited or no opportunity for self-reflection. Observation confirms the pacing of the lesson is not appropriate for the majority of the students most of the time. Observation shows that students are rushed to complete their work and that they are given no opportunities for closure.

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Performance demonstrates [Fourth Performance Indicator]: Equitable, accurate and constructive feedback to students on their learning

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Offers feedback, either written or verbal, that is consistently of high quality, equitable, and given in a timely manner	Observation confirms feedback, either written or verbal, is consistently appropriate and of high quality. All students' portfolios, surveys and verbal comments reflect that the school librarian's instructional feedback is accurate, substantive, specific, and constructive and is given in a timely manner.	Offers limited and/or no quality feedback, either written or verbal	Observation confirms that feedback is either not provided or is of poor quality. All students' portfolios, surveys and verbal comments do not reflect that the school librarian's instruction feedback is accurate, substantive, specific and constructive and is not given in a timely manner.

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Category III: Instructional Delivery -- Through their knowledge of content and their pedagogy and skill in delivering instruction, teachers engage students in learning by using a variety of instructional strategies. Category III addresses: Communications, Questioning and Discussion Techniques, Engaging Students in Learning, Providing Feedback, Demonstrating Flexibility and Responsiveness)

Performance demonstrates [Fifth Performance Indicator]: Informed and appropriate use of informal and formal assessments to meet learning goals and to monitor student learning

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
<p>Uses a variety of formal and informal assessment strategies to monitor, promote, and measure student achievement</p>	<p>Observation confirms the creation of a variety of assessment tools such as checklists, rubrics and guidelines.</p> <p>Student work samples measuring student achievements are included in the school librarian’s electronic/print portfolio.</p>	<p>Uses a limited variety of assessment strategies to monitor, promote, and measure student achievement</p>	<p>Observation does not confirm the use of a variety of assessment tools.</p>
<p>Uses assessment to monitor and modify teaching strategies in relation to student achievement</p>	<p>Post observation conferences and school librarian’s electronic/print portfolio confirm that the school librarian analyzes assessment data to modify instruction.</p>	<p>Does not use or analyze assessment data in relation to student achievement</p>	<p>Student work samples measuring student achievement are not available.</p>
<p>Uses assessment to monitor and modify teaching strategies in relation to student achievement</p>	<p>Post observation conferences and school librarian’s electronic/print portfolio confirm that the school librarian analyzes assessment data to modify instruction.</p>	<p>Does not use or analyze assessment data in relation to student achievement</p>	<p>Post observation conferences and school librarian’s electronic/print portfolio confirm that the school librarian does not use assessment data to modify instruction.</p>

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Performance demonstrates [Sixth Performance Indicator]: High degree of flexibility and responsiveness in meeting the learning needs of students

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Assumes responsibility for the learner's success	Observation confirms that the school librarian differentiates instruction by using a variety of instructional strategies, resources, and technologies.	Takes limited or no responsibility for the learner's success or lack of success	Observation confirms that the school librarian makes limited effort to differentiate instruction.
Monitors student success in the learning process and adjusts the instruction accordingly	Observation and pre- and post-conferences confirm that the librarian monitors and adjusts instruction and uses a variety of instructional resources/ technologies.	Makes few changes to the instructional plan, even when a change will clearly improve a lesson	Observation and pre- and post-conferences confirm that the librarian has little understanding of the need to monitor and adjust instruction or to use a variety of instructional resources/ technologies.
Accommodates and responds to individual student questions or interests successfully	Observation confirms that instruction is geared to individuals, small groups, or to classes, and incorporates student questions and interests.	Makes limited accommodations to meet individual learning needs of students	Observation reflects that instruction is consistently whole group with limited or no individualization.

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Category IV: Professionalism – Professionalism refers to those aspects of teaching that occur in and beyond the classroom/building. Category IV addresses: Adherence to School and District Procedures, Maintaining Accurate Records, Commitment to Professional Standards, Communicating with Families, Demonstrating Professionalism.

Performance demonstrates [First Performance Indicator]: Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Attends school on a pattern that supports student achievement Arrives at school and leaves school within guidelines established by contracts and by district and school policies and expectations	Attendance records reflect a consistent attendance pattern to support student achievement. Observation and school records confirm school librarian arrives at and leaves school within or beyond guidelines established by contracts and by district and school policies and expectations.	Attends school on a pattern that does not support student achievement Arrives at school and leaves school on a pattern that violates contracts and school and district policies and expectations	Attendance records reflect an attendance pattern that does not support student achievement. Observation and school records confirm the school librarian has a pattern of arriving late and/or leaving early.

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Performance demonstrates [Second Performance Indicator]: Full knowledge of Professional Code of Conduct and full commitment to professional standards

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Demonstrates knowledge of the content of the Professional Code of Conduct and commitment to the professional standards included in it	A copy of the Professional Code is available in the library professional collection. Conference confirms the school librarian can discuss the content in the Code. Observation confirms the school librarian consistently models professional standards.	Demonstrates limited knowledge of the Professional Code of Conduct and limited commitment to the professional standards included in it	A copy of the Professional Code is not available in the library professional collection. Conference confirms the school librarian cannot discuss the content in the Code. Observation confirms the school librarian does not consistently model professional standards.

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Performance demonstrates [Third Performance Indicator]: Full and active compliance with school and district requirements for maintaining accurate and complete records

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Maintains accurate and complete records as defined by school and district policies	Student records reflect individual progress in demonstrating mastery of the information literacy curriculum. Student records reflect status of individual student completion of assignments.	Does not maintain accurate and complete records as defined by school and district policies	Student records reflecting progress in demonstrating mastery of the information literacy curriculum are incomplete or not available. Student records reflecting the status of individual student completion of assignments are incomplete or not available.
	Collection development records are current and accurate.		Collection development records are incomplete and/or inaccurate.
	Budget records are current and accurate.		Budget records are incomplete and/or inaccurate.
	Utilization records for resources and the school library are current and accurate.		Utilization records for resources and the school library are incomplete and/or inaccurate.

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Performance demonstrates [Fourth Performance Indicator]: Full and active compliance with district requirements for communicating with families regarding student needs/improvement

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Communicates formally with families about student needs and progress at scheduled times using district/school formats.	Student portfolios/records contain copies of communications.	Does not consistently communicate with families about student needs and progress at scheduled times using district/school formats.	Student records confirm a pattern of inconsistent communication with families.
Maintains ongoing communication with families to exchange information about student needs and progress.	School librarians' records and student records confirm ongoing communication.	Does not maintain ongoing communication with families to exchange information about student needs and progress.	Records of ongoing communication are inconsistent, incomplete, and/or unavailable.

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Performance demonstrates [First Performance Indicator]: Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Establishes professional development goals to improve student achievement		Does not establish professional development goals or establishes goals not focused on improving student achievement	Professional development goals focused on improving student achievement are not available.
Seeks out professional development opportunities to enhance and update content knowledge and best practice in school librarianship		Participates in required professional development sessions	A list of professional development sessions attended does not reflect a focus on content knowledge and best practice in school librarianship.
Seeks out professional development opportunities to develop assessment and instructional strategies, to learn to integrate technology into all aspects of work, and to analyze data to improve student performance		Participates in professional development sessions based on convenience of place and schedule	A list of professional development sessions attended shows a random selection process rather than a conscious selection process based on new learning for improved classroom practice.

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Performance demonstrates [First Performance Indicator]: Full adherence to school and district procedures and regulations related to attendance, punctuality, and the like.

Satisfactory Criteria	Satisfactory Evidence	Unsatisfactory Criteria	Unsatisfactory Evidence
Participates in mentoring, study, and networking groups to enhance learning and classroom practice and to support the learning classroom practice of colleagues		Makes limited efforts to share knowledge with others or gain knowledge from others	Records of participation in mentoring, study, and networking groups reflect limited investment by the school librarian.
Provides leadership in professional development programs at the building and/or district level		Provides little or no leadership in professional development programs at the building and/or district level	Professional development programs reflect limited or no presentations given by the school librarian.
Engages in self-assessment and reflection to achieve professional development goals		Does not engage in self-assessment and reflection to achieve professional goals	The school librarian's portfolio provides limited or no evidence of self-assessment or reflection related to professional development opportunities.