

Media Specialist Evaluation Instrument

**Performance Standards, Criteria,
and Descriptive Examples**

Introduction

The six performance standards are defined and further supported by performance criteria. Descriptive examples of what a media specialist might be doing in order to meet a specific standard are provided. The purpose of the examples is to create a sample picture of what a media center looks like when it meets and when it does not meet the MCPS performance standards. These examples are not provided to suggest that every media specialist is expected to be doing all or everything that is described in either column. These examples serve as a template against which to evaluate a media specialist's overall performance on the six performance standards. They are not intended to isolate strategies or behaviors in a checklist for assigning a numerical rating to the media specialist. They define a range of behaviors and provide examples and indicators. The examples provided are designed intentionally to reflect a high standard of performance.

Standard I: Media specialists are committed to the learning community and its success.

Performance criteria

- A. The media specialist acts on the belief that students can learn and master media center outcomes with appropriate accommodations.
- B. The media specialist consults with teachers, counselors, administrators, and specialists to appraise student interests, learning levels, and needs.
- C. The media specialist adjusts his/her practices to individual differences of students.
- D. The media specialist understands how students develop and learn.
- E. The media specialist provides leadership and training in the development of information skills, including the abilities to access, evaluate, and use information.
- F. The media specialist supports staff and students in developing an appreciation of literature and reading to access information.

Examples of evidence of commitment to successful learning

The media specialist ...

Meets standard	Below standard
promotes reading for personal and academic success and provides appropriate materials in a variety of formats	little or no evidence of promoting reading
consults and collaborates with teachers, counselors, administrators, other specialists, or resource teachers to appraise student interests, learning levels, and needs	little or no evidence of consulting or collaborating to assess student needs
enables students to access resources and services to support school's instructional program and the students' individual information needs.	access is less than adequate to support the school's instructional program; students' individual access is limited

Meets standard	Below standard
attends local, state, and national training to stay current with advances in the information field	attends little or no training
provides leadership and training to staff in information literacy skills	little or no evidence of dissemination of information literacy skills
recognizes that appropriate methods of instruction result in student success	if students do not achieve the objectives, they are “on their own” or made to feel inadequate
uses instruction and lesson plans that consistently reflect overarching curriculum goals and state and local media learning objectives	little or no evidence of attention to overarching goals and state or local media learning goals in instruction and lesson plans
holds all students to high standards and expectations using data sources such as lesson plans, examples of student work, and differentiated assignments	little or no attention to high standards and expectations for some individuals/groups; student work products suggest low expectations for certain students/groups
provides prompt and specific feedback to learners	little or no evidence of appropriate feedback to learners
uses student academic achievement data (proficiency, productivity, equity, quality) to design instructional activities that support academic growth and achievement for all students, regardless of racial/ethnic group, gender, or prior educational background and achievement; reflects attention to achievement needs of all students in lesson plans and instruction	little or no evidence of consideration of students’ differentiated achievement needs in lesson plans or classroom instruction; little or no evidence that student achievement data (proficiency, productivity, equity, and quality) is used to design appropriate instruction
motivates all learners, instills willingness to learn, to try, to persevere; conveys belief that all students can succeed	inconsistent patterns of performance among groups of learners; little or no evidence of attention to learners’ differentiated needs
enables students to identify their own information needs and select and evaluate relevant materials	students have little awareness of the information-seeking process
supports learners as they grow and develop educationally and emotionally; answers questions sensitively; and presents a variety of materials that emphasizes the commonality of all people and values different heritages	little or no evidence of sensitivity in relating to learners with different needs or those who come from different cultures
communicates these messages: “This is important.” “You can do it.” “I won’t give up on you.” “Effective effort leads to achievement.”	little or no evidence of key messages communicated to learners

Standard II: Media specialists know the components of the MCPS curriculum and how to teach students to choose and integrate appropriate instructional resources

Performance criteria

- A. The media specialist understands the content and organization of the curriculum and recognizes relationships among subject fields.
- B. The media specialist uses flexible scheduling to maximize opportunities for collaboration with staff to make connections to the instructional program.
- C. The media specialist supports staff and students in developing an appreciation of literature and reading to access information.
- D. The media specialist demonstrates the role of information literacy in the context of subject area knowledge and conveys his/her knowledge clearly to students.

Examples of evidence of knowledge of the curriculum and instructional resources

The media specialist ...

Meets standard	Below standard
develops a media center collection of print, nonprint, and electronic resources that supports school programs and builds on multiple learning modalities	little or no evidence of developing an appropriate media center collection
helps learners form links between prior understanding and new knowledge	little or no evidence of helping learners form links between prior knowledge and new knowledge
checks for learner understanding in a variety of ways, and modifies instruction to meet learner needs. provides opportunities for learners to summarize and reflect on what they have learned, articulate why it is important, and extend their thinking	little or no evidence of checking for learner understanding
demonstrates working knowledge of curriculum content; continues to pursue knowledge of information literacy, new technologies, and new topics in curriculum development as demonstrated by participation in courses, workshops, and reading and discussions with colleagues	little or no evidence of pursuing or sharing knowledge of the curriculum or new technologies
provides clear explanations; encourages students to formulate their own explanations using a variety of strategies	explanations are limited, vague, or lack coherence; students have limited opportunities to formulate and express ideas and explanations
provides challenging questions; has learners develop and pursue challenging questions	learners respond to or develop low-level/recall questions

Meets standard	Below standard
relates learning activities to instructional goals; reflects overarching curriculum goals in lessons	little or no relationship between learning activities and important instructional goals
models how to use and organize ideas from multiple sources of information about a subject	provides limited modeling of strategies for organizing information
models use of organizational schemes such as graphic organizers or other strategies to link ideas and develop understanding	little or no evidence of student use of organizational schemes or other strategies to link ideas and develop understanding
encourages all learners to use what they have learned in stating hypotheses and conducting research; structures research activities to build on what students have already learned	little or no evidence of using prior learning in design of instruction
incorporates a variety of instructional materials (including technology) in lessons that build on multiple learning modalities, e.g., visual, auditory, and tactile	lessons incorporate a limited repertoire of instructional materials that do not address multiple learning modalities
works with colleagues to develop interdisciplinary lessons or link learning to real-life applications	no evidence of working with colleagues to develop interdisciplinary lessons or link learning to real-life applications

Standard III: Media specialists are responsible for establishing and managing a comprehensive media program that promotes staff/student learning in a positive environment.

Performance criteria

- A. The media specialist directs, organizes, and supervises the personnel and services essential to a comprehensive school library media program.
- B. The media specialist directs, organizes, and supervises resources and facilities essential to a comprehensive school library media program.
- C. The media specialist consults with staff and uses multiple selection and evaluation tools to improve the school’s print, nonprint, and electronic resources.
- D. The media specialist establishes and maintains a school library media center environment that motivates and enables timely student access to the facilities and resources to attain instructional and personal objectives.
- E. The media specialist integrates information literacy skills, technology, and research into the teaching and learning process of staff and students.
- F. The media specialist involves students in meaningful learning activities.

<i>Examples of evidence of ability to manage</i>

The media specialist ...

Meets standard	Below standard
organizes library media center facilities to provide appropriate work areas for a variety of activities	media center is not organized to support a variety of activities
organizes materials and equipment through a system of cataloging, classifying, and indexing that will facilitate accessibility for the user	user has to search multiple locations to access resources within the building
adjusts physical arrangements and/or modifies noise levels in order to provide for a variety of learning styles and activities	little or no allocation of space to support a variety of learning styles and activities
provides evidence of collection improvement based on current best practices, in collaboration with staff, students, community members, and other media specialists	little or no evidence of collaboration with stakeholders as related to collection development
deals promptly with behavior that may be detrimental to the health or physical safety of others	indecisive in taking action to deal with potential health and safety issues
defines, assigns, and supervises the duties of library media center staff and volunteers	provides little or no supervision of staff or volunteers

Meets standard	Below standard
participates in the evaluation of media support staff (media assistants and media services technicians)	provides no input in the evaluation process of media support staff
communicates with stakeholders about the library media center's guidelines and procedures, services, and new materials	limited or no communication with stakeholders
manages expenditures from the library media center account and follows the MCPS ordering cycles for materials and supplies	inconsistent accounting records and missed deadlines
coordinates maintenance and repair of library media center materials and equipment to ensure maximum utilization by and safety of students and staff	limited or no evidence of work orders having been filed for needed repairs
prepares and submits local, state, and federal reports as required	does not submit appropriate reports and/or misses deadlines
maintains an open, inviting environment in the media center throughout the day	little or no evidence of an open inviting environment
communicates positive expectations and high standards for all students; varies routines to match group or individual needs	climate communicates low standards and/or low expectations for some/many students; routines inflexible
manages student behavior positively using a wide repertoire of strategies, such as proximity and alerting to anticipate and prevent potential behavior problems	little or no evidence of repertoire of positive behavior management strategies; inappropriate use of punitive actions or language such as sarcasm
communicates these messages: "This is important." "You can do it." "I won't give up on you." "Effective effort leads to achievement."	little or no evidence of key messages communicated to learners

Standard IV: Media specialists collaborate, plan, and utilize evaluation techniques that measure the effectiveness of the comprehensive school library media program for staff and students.

Performance criteria

- A. The media specialist plans and utilizes a variety of evaluation techniques that measure the effectiveness of the school library media program in the context of teaching and learning.
- B. The media specialist adjusts components of the program to meet identified needs.
- C. School library media programs support relevant elements of the school improvement plan.
- D. The media specialist evaluates, selects, and acquires materials and equipment to support the instructional program and meet the varied interests, abilities, and maturity levels of the learners.

Examples of evidence of mastery of evaluation techniques

The media specialist ...

Meets standard	Below standard
evaluates instruction jointly with the classroom teacher through planning ongoing assessment and reflection	little or no evidence of evaluating instruction with the classroom teacher through planning ongoing assessment and reflection
surveys the staff concerning their needs for technology training, software, online, and other electronic resources	little or no evidence of surveying the staff concerning their needs for technology training, software, and online and other electronic resources
uses formal and informal measures to assess circulation patterns, collection statistics, and library media center usage	little or no evidence of using formal and informal measures to assess circulation patterns, collection statistics, and library media center usage
regularly evaluates the collection, online resources, and new services to support the curriculum	little or no evidence of evaluating the collection, online resources, and new services
provides opportunity for administration, staff, students, and the community to evaluate aspects of the media center program	little or no evidence of providing opportunity for administration, staff, students, and the community to evaluate aspects of the media center program
follows MCPS policies and procedures (MCPS regulation EDB-RA) for evaluating, selecting, and ordering materials and equipment; and regularly communicates these policies and procedures to students, staff, and the community as needed	little or no evidence of following MCPS policies and procedures and/or regularly communicating them to others as needed

Meets standard	Below standard
utilizes professional reviewing media selection tools (periodicals and journals), courses of study, curriculum guides, and subject bibliographies to select instructional materials	little or no evidence of utilizing professional reviewing media selection tools
attends Evaluation and Selection meetings to examine new materials	little or no evidence of attending Evaluation and Selection meetings
develops cooperatively with students and staff procedures for the evaluation and selection of materials and equipment in the local school	little or no evidence of cooperatively developing procedures for the evaluation and selection of materials and equipment
assesses the collection with the assistance of the students and staff to identify areas that need development and items that need to be replaced, duplicated, or withdrawn.	little or no evidence of assessing the collection with others
uses a variety of formal and informal assessment formats	little or no evidence of using a variety of formal and informal assessment formats. (For example, assessment formats usually paper/pencil, based on short answer or recall questions.)
makes accommodations to meet the needs of multiple learning styles or special needs; continually seeks new methods to meet students' needs	little or no accommodations made to meet the needs of multiple learning styles or special needs of students
incorporates the use of rubrics for assessment	little or no evidence of incorporating rubrics
articulates clear expectations for learners' performance	expectations for learners' performance unclear or not specified

Standard V: Media specialists are committed to continuous improvement and professional development.

Performance Criteria

- A. The media specialist continually reflects and appraises the effectiveness of his/her teaching practices, managerial practices, and instructional program, not only in terms of achieving personal objectives but also in the context of the total school instructional program.
- B. The media specialist draws upon educational research, resources, and the advice of others whenever possible, as he/she reflects on his/her practices.
- C. The media specialist is a member and facilitator of a learning community.

Examples of evidence of commitment to professional development

The media specialist ...

Meets standard	Below standard
enhances instructional practice through workshops, collection development, professional organizations, in-service training, information from curriculum specialists, conferences, and professional study; tries ideas in own instructional practice at school	little or no evidence of enhancing instructional practice
solicits and uses feedback from students and modifies instruction accordingly	little or no use of feedback from students; may attribute negative feedback to student background characteristics
solicits and uses feedback from post-observation conference; reflects on feedback and makes appropriate modifications to lessons	little or no use of feedback from post-observation conference; offers excuses rather than acting on changes that could be made
keeps up to date on current research; modifies instruction based on current research	little or no evidence of use of current research in modifying instruction
shares with colleagues ways in which instruction could be improved to enhance student learning; observes others' classes; invites others to observe his/her classes; participates in planning and sharing with colleagues	little or no interest in collegial interactions; resistant to peer observation, co-teaching, and/or planning activities
actively participates in school- or system-wide committees and functions such as curriculum development workshops; instructional materials adoption committees; local, state, or national organizations; conferences; or committees	little or no evidence of participation in professional committees, groups, or activities

Standard VI: Media specialists exhibit a high degree of professional ethics.

Performance Criteria

- A. The media specialist understands and supports the vision of the school system.
- B. The media specialist participates as a leader in the educational community.
- C. The media specialist fosters constructive attitudes associated with the ethical use of information by members of the school community.
- D. The media specialist understands and communicates to learners the concept of copyright infringement and the ethical issues involved in copyright protection.

Examples of evidence of professionalism

The media specialist ...

Meets standard	Below standard
has knowledge of and communicates to school community the regulations, policies, and other pertinent laws on copyright	little or no knowledge of regulations, policies, and other pertinent laws on copyright; does not communicate that information to the school community
acts in accordance with current regulations, policies, and other pertinent information on copyright laws	little or no evidence of acting in accordance with current regulations, policies, and other pertinent information on copyright laws
is proactive in providing equitable access to resources and services in the media center; promotes the acceptance and inclusion of everyone in the learning community	little or no evidence of providing equitable access to resources and services in the media center; does not promote the acceptance and inclusion of everyone in the learning community
upholds current laws and regulations on rights to free-choice reading and use of resources	little or no evidence of upholding current laws and regulations on rights to free-choice reading and use of resources
keeps the learning community informed of educational trends and developments	little or no evidence of keeping the learning community informed of educational trends and developments
works with colleagues to analyze and identify ways to achieve school goals and support the mission of the school system	little or no evidence of support of school goals and system mission
actively participates in development and implementation of local school improvement goals; objectives for student learning reflect local school improvement goals	objectives for student learning do not reflect local school improvement goals; little or no evidence of relationship of objectives for student learning to school improvement goals
participates or leads in local, state, or national professional organizations; regularly attends meetings as participant.	little or no participation in local, state, or national organizations and meetings

Meets standard	Below standard
participates in educational activities by serving on committees, helping to plan staff meetings or workshops, or taking initiative to share knowledge or expertise with colleagues	little or no participation in committee work, professional meetings, etc.; limited or no sharing with colleagues
meets professional obligations in a timely fashion, i.e., gets paperwork and reports in on time; starts class on time; has infrequent absences; conscientiously attends to school duties as assigned	misses deadlines; often is late to school or leaves early; is frequently absent; often does not attend to school duties as assigned
actively participates in and contributes productively to faculty, team, and/or department meetings	frequently misses or arrives late to meetings; does not contribute productively to meetings; may push own agenda; does not further the attainment of school, team, or department goals
participates in setting goals and implementing school plans for student behavior; helps formulate proactive discipline plans consistent with school goals for suspension and referral; has behavior management plan for his/her own students	little or no evidence of participation in school goals for student behavior and discipline plans; does not have a behavior management plan for his/her students

Evaluation Process for Library Media Specialist

Formal Evaluation Schedule

Veteran Media Specialists

Media specialists who are tenured professionals follow the same professional growth cycle as their teacher colleagues. They will be evaluated formally at the end of a three-, four-, or five-year growth cycle, depending on years of service in MCPS. They also may be evaluated formally whenever the evaluator has observed and documented that a formal evaluation is needed in lieu of a professional development year, following the same special evaluation criteria developed for teachers.

New Media Specialists /New to MCPS (Probationary)

Media specialists in their first and second years of service in MCPS will be scheduled for formal evaluations. They will not be required to complete Professional Development Plans during their first two years of service. Their focus must be to develop a repertoire of instructional strategies and to familiarize themselves with the publication *Information Literacy: A Shared Responsibility—School Library Media Learner Outcomes*. Once probationary media specialists have achieved tenure, they will follow the same professional growth cycle as their teacher colleagues.

New Media Specialists/Veteran MCPS Supporting Services Employees (Probationary)

Former supporting services employees newly hired as media specialists will have probationary status for their first two years of employment and be evaluated during each of those years. They will not be required to complete Professional Development Plans during their first two years of service. In their new role, their focus must be to develop a repertoire of instructional strategies and to familiarize themselves with the School Library Media Learner Outcomes. Once probationary media specialists have achieved tenure, they will follow the same professional growth cycle as their teacher colleagues.

Media Specialist Observation

Media specialists can be observed conducting a variety of professional activities as they provide services.

Observed activities may include—

- classroom instruction,
- group presentations or workshops for staff,
- staff development activities,
- participation in grade-level or team meetings, or
- informal interactions with students, parents, and/or staff.

Definition of Formal Observation

- At least two of the three required observations must occur for a minimum of 30 minutes. Due to the varied nature of the media specialist's role and responsibilities, it is recommended that these observations be of different activities in different settings.
- The compilation of a series of brief observations (not less than 10 minutes each) that cumulatively add up to 30 minutes may be used for one formal observation.
- All observations shall include an observation conference.
- In the case of 30-minute observations, post-observation conferences should be held within three school days after the observation. Post-observation conferences not held within that time frame for extenuating circumstances could be delayed by mutual agreement. When brief observations are used in lieu of a 30-minute observation, then the observation conference should be held within three school days after the last brief observation.
- Media specialists may respond to observation report write-ups by submitting a written response to their file.
- The observation report is considered a stand-alone document. Any notes taken by an observer or evaluator may be shared with the media specialist but are not considered part of the formal documentation.
- The observation report is reviewed by the administrator and the media specialist. It is housed in the local school file.

Timing and frequency of media specialist evaluations will be the same as for teachers.

Observations for the purpose of evaluation of media specialists may be conducted by—

- school administrators, or
- consulting media specialist.

Additional Data Sources

In addition to observations, other data sources must be included during a formal evaluation of media specialists. Media specialists are encouraged to assemble a portfolio of documentation that demonstrates that they have met the Professional Standards for Media Specialists.

Additional data sources may include—

- strategic plan for media program;
- annual report, MSDE;
- standards for School Library Media Programs in Maryland (completed self-evaluation);
- needs assessment results;
- quarterly reports;
- media center schedules;
- notes from teachers, administrators, or other staff documenting assistance or resources provided;
- equipment inventories;
- evaluation reports of media assistant and media services technician;
- photos, videos of events, and/or projects;
- Web site promoting the program with highlights, e.g., student projects, resources, and homework help;
- evidence of work on Professional Development Plan;
- informational publications generated by the media specialist such as newsletters or brochures;
- classroom lesson plans;
- student work samples generated during classroom/group instructional activities;
- surveys or other evidence of requesting feedback from teachers, parents, and/or students;
- agendas of meetings, presentations, workshops, or staff development activities led by the media specialist;
- written communication with administrators, parents, students, and/or staff;
- letters sent to media specialist by administrators, parents, students, and/or staff;
or
- evidence of workshop attendance and follow-up reflection about integrating workshop content into practice.