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Orlando, FL



Managing Your Media Specialist Evaluation

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- Blogger
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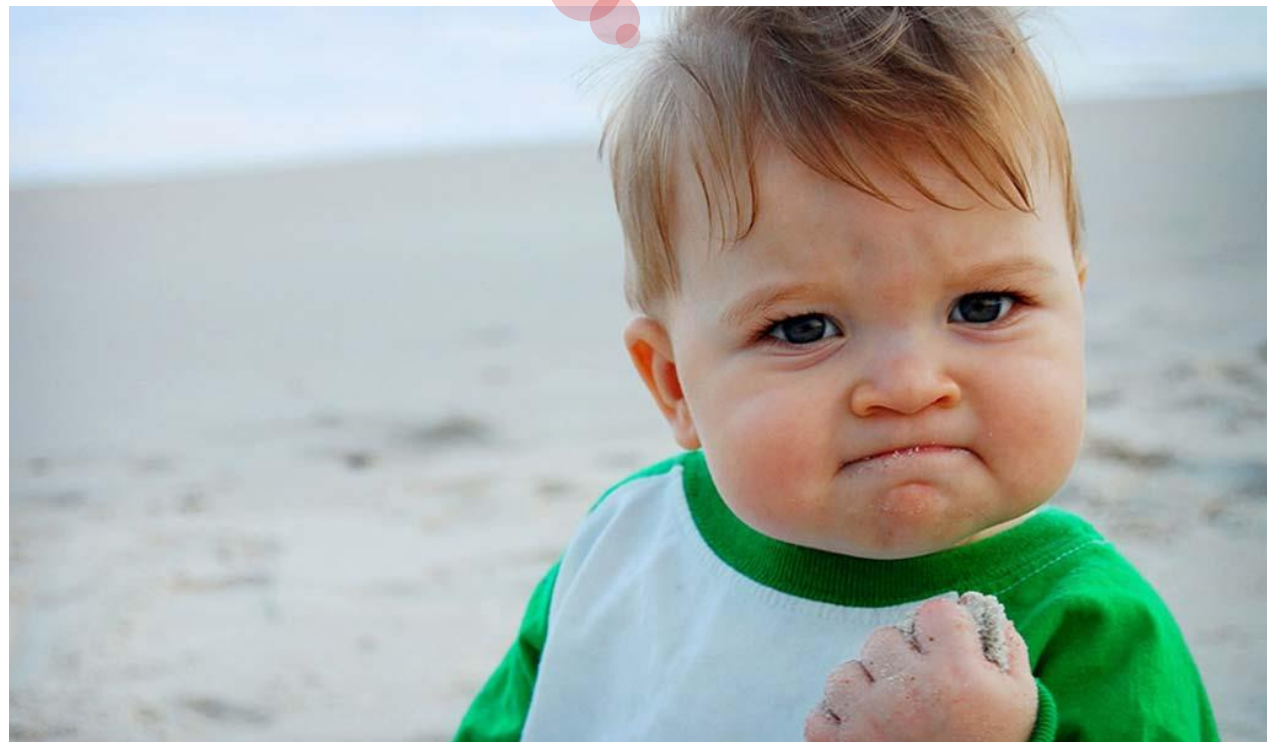
@vandypd

BRACE YOURSELF

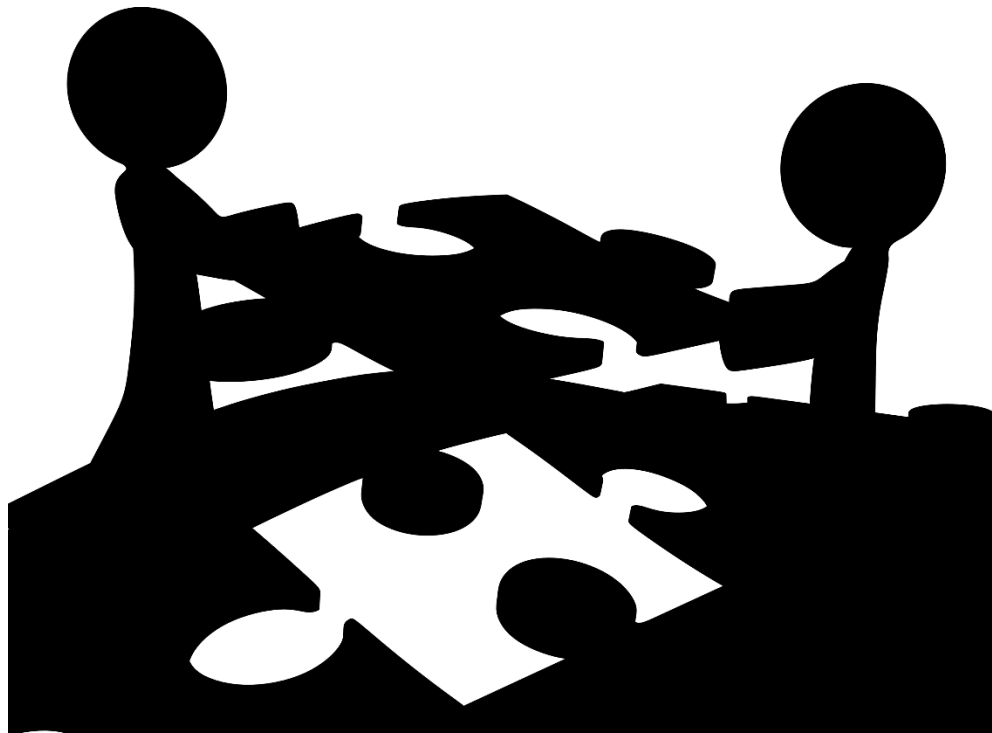
EVALUATION IS COMING



I just want to do my job,
but how do I explain it?



Partnership in Collaboration



A stage with blue curtains and spotlights. The stage is set with a large blue curtain that has been partially pulled back on both sides, revealing a wooden floor. Four spotlights are positioned on the floor, casting a warm glow. The text "Setting the Stage for Success" is centered on the curtain.

Setting the Stage for Success

Research



- [Job description](#)
- [Evaluation rubric](#)
- [Employee Handbook](#)
- Ask Questions

Library/Media Specialist EPC Rating Rubrics

	Unsatisfactory	Needs Improvement or Developing	Effective	Highly Effective
1a. Fostering a culture of inquiry, independent reading, and lifelong learning	Domain 1: Learning Environment			
	<u>Little or no</u> evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS lacks positive interactions with or does not interact with media patrons.	<u>Partial</u> evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS inconsistently interacts with media patrons and seldom conveys a sense of inquiry and lifelong learning.	<u>Adequate</u> evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS frequently interacts with media patrons and conveys a sense of inquiry and lifelong learning.	<u>Significant and varied</u> evidence exists that the L/MS promotes inquiry, independent reading, and lifelong learning. The L/MS extensively interacts with media patrons and conveys a sense of inquiry and lifelong learning beyond the walls of the media center.
	Florida Educator Accomplished Practices: • The Learning Environment		Possible evidence may include sources such as: Observation, library website, open houses, newsletters, bulletin boards, displays, promotion calendar, reading lists, book clubs, book talks, teacher/L/MS collaborative promotions...	
Relationship to Exc3el Rubric for Library Program Evaluation: Component: Climate Effective library media programs provide an inviting, accessible, and stimulating environment for individual and group use that share resources across the learning community.				

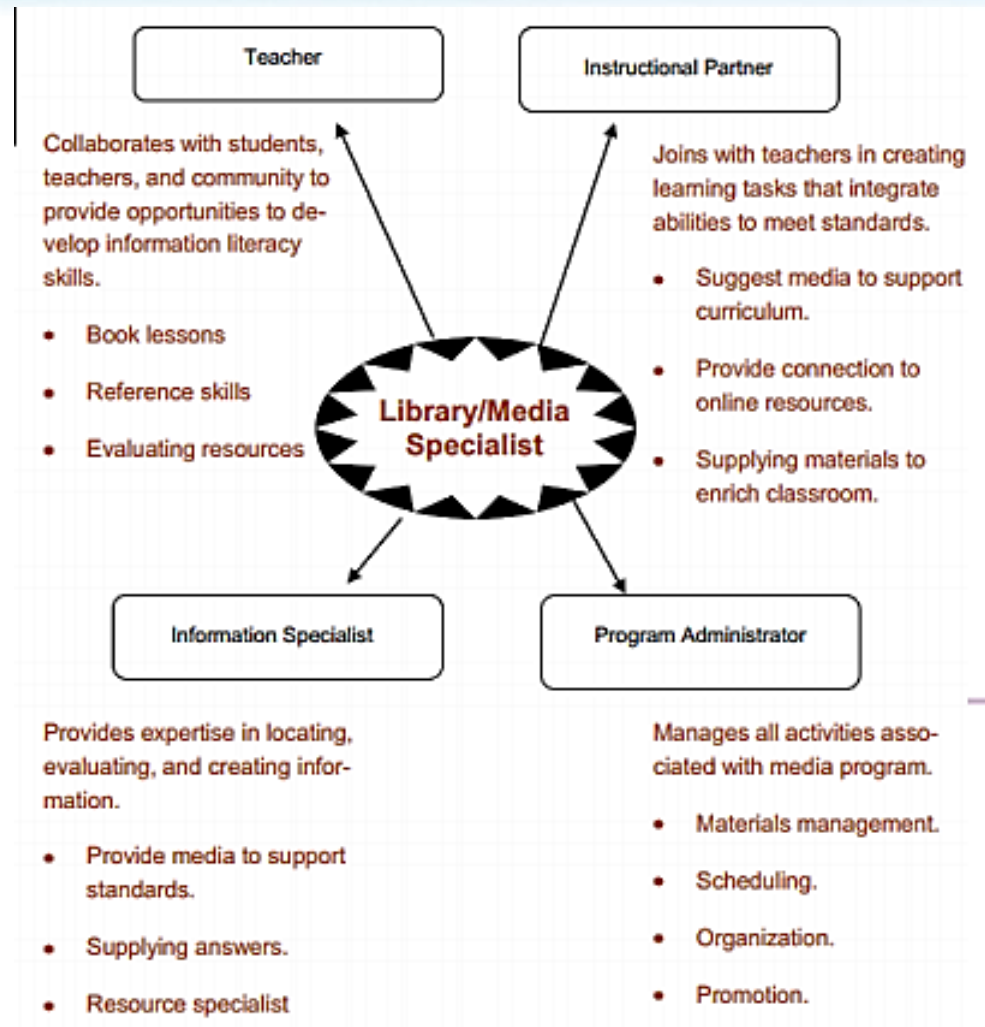
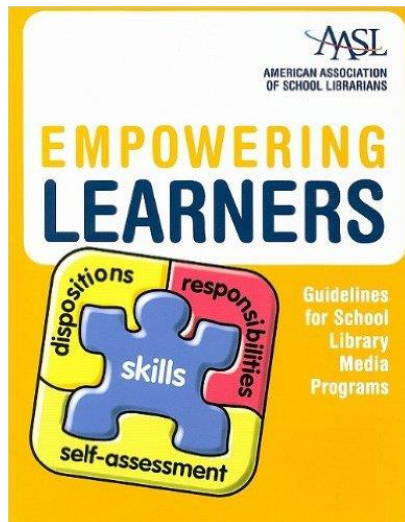
Get to know your evaluation rubric.

Marion County Instructional Evaluation System Libr

Domain 1 for Library/Media Specialists: Planning and Preparation		
Component	Highly Effective	Effective
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.

Role of the Media Specialist

This ideas are drawn from



Translate

"The library media specialist includes administration and faculty when annually creating and reviewing media goals. The library media specialist routinely adjusts goals as needed based on student needs and multiple sources of available school-wide data. The library media specialist identifies what data sources were used and outlines the role of the media program in response to that data. *Goals go beyond circulation data to thoroughly support programs and connect to school-wide goals, classroom initiatives, and themes.*"

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Expectations

Know what is expected of you
from your evaluation rubric

1. Survey Students and teachers.

2. evaluate resource needs,
especially technology.

3. schedule media center
consult with teachers, maintain and
extend the collection

4. ongoing evaluation of program.

5. professional development

6. public lib. contact

7. substantial contribution to the
school environment.

8. sensitivity to student cultures.

9. create info seeking nature and
love of reading in students.

10. Communicate and establish
routines and procedures.

11. Manage assistants.

12. Signage, traffic flow, space use,
computer use, book displays

13. Weed collection for balance.

14. Collaborate with teachers,
design lessons and units.

15. proactive use of technology.

16. reflective practice.



Time to Set Goals

Two Types of Goals

Performance (i.e. What will get done?)

Development (How will you become a better media specialist?)

Create Performance and Development Goals

Examples:

Performance Goal: I will make five points of collaboration with classroom teachers per nine weeks.

Development Goal: I will improve relationship with my coworkers to make better collaborations, understand their goals and needs, and to assist in meeting their goals.

Both goals are measureable, but with different tools. The performance goal may be measured with a collaboration log. The development goal may be measured with collaborator surveys and/or a personal reflection journal.

Be realistic about time.



What should I see?

Level of Effectiveness

2a. Demonstrating knowledge of the curriculum.

Library Utilization and Collaboration Highlights: (not all classes using the library are listed)

Name or Topic of Unit	Grade Level and Subject Area	* Level of Collaboration				
		1	2	3	4	5
Statistics Final Project	Mrs. Miller's Statistics class					X
Research on Birth Defect	Mrs. Laufenberg's Wellness classes	X				
Landscape Research	Ms. Donovan's Art I classes	X				
Recipe Research	Mrs. Paquette's Creative Cooking classes		X			
Book Talk	Ms. Dougherty's 11-12 classes					X
Francophone Countries and their Cuisine	Ms. Bahr's French I class		X			
Informational Literacy Informative Flier	Mrs. Campbell's Information Literacy classes					X

*Level of Collaboration Matrix (developed by Lombardy High School LMC):

1. No collaboration beyond scheduling the library and offering assistance to teachers and students	2. Pull together resources (online and print) for teachers and students to use in the library, curriculum lab, or classroom.	3. Provide instruction at the beginning of a unit as well as scheduling and pulling resources together.	4. Plan with teachers, offering suggestions and strategies as well as instruction, scheduling and pulling resources together.	5. Provide a lesson in an information literacy skill concept as a result of planning with teachers as well as scheduling and pulling resources together.
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High Intensity:
Collaborative Instructional Units.

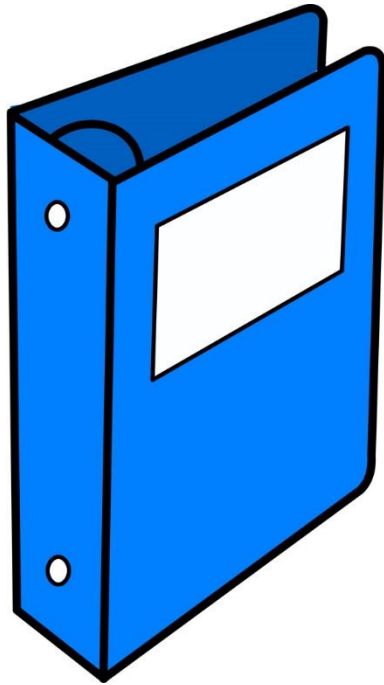


Mid-level:
Pathfinders.



Repeatable:
Displays that match current instructional units.

Develop a system
of collecting data and evidence.



- Binder System
- One Note
- Evernote

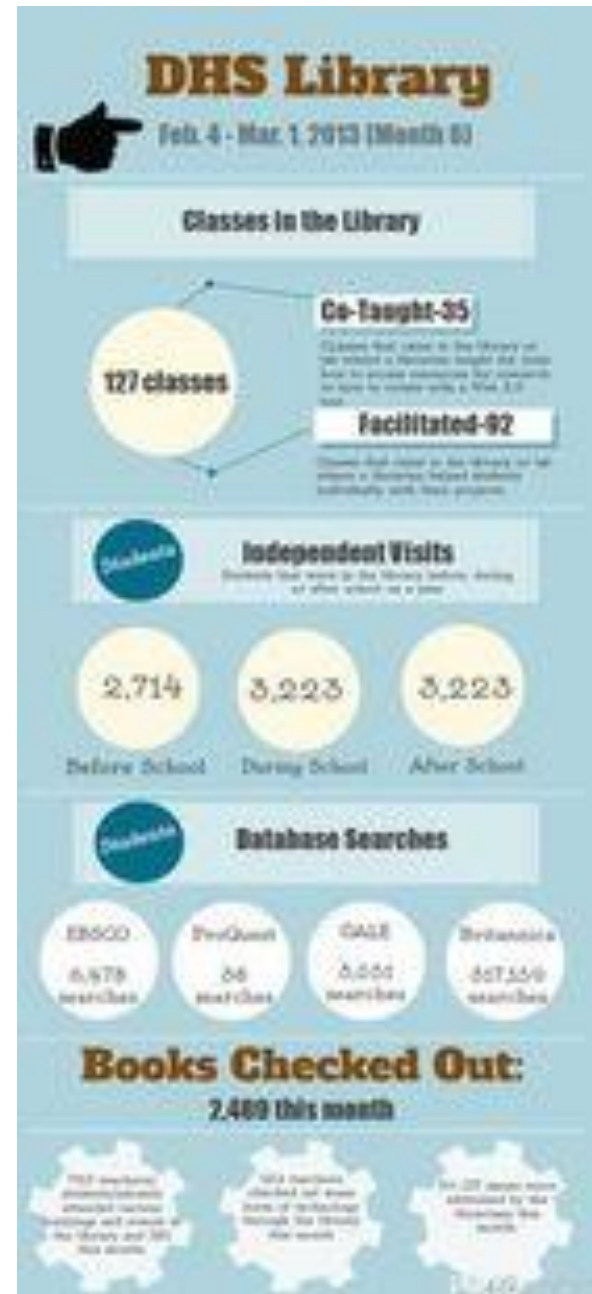
Binder

Collect
documentation
for
goal
statements.

- Collaborative plans.
- Collaboration log.
- Calendars with programming.
- Reflection journal.
- Record of displays.
- Meeting notes.
- Copies of reports.

Provide regular status reports to stakeholders.

Bulletin board or Twitter post or post on school website.



Report to Administrator

Date Submitted: January 15, 2015

To: Pete Hodges, Principal

CC: Administrators: Manion, Meechin, Santiago

Memo: 1st Nine weeks Media Center Report

Library Administration of Service

Collection Statistics

Current Library Material Count—10,636 Titles

Currently Checked Out—2,902 Unpaid Library Fines—2770.55

Most Frequently Checked out Book—Spanish/English Dictionary

Circulation by Grade (last Nine Weeks)—9th—151, 10th—76, 11th—65, 12th—83

Top Patron—Edgar Barreto, 49 Books

Collection Management

Resource Areas

- Novel Room—Complete and in use.
- Textbook Room—Reorganize in preparation for end of the year book return in progress.
- PD Room—Plans underway for decoration.
- MC 147—Plans underway to rearrange computer stations for better traffic flow (after testing)
- Blue Room—Sewing machines set up for sewing (operational), working on obtaining or items for this makerspace area.
- Workroom—Laminator repaired and functional.

***General setback in cleanliness plan and organizing due to painting and movement before and after painting.

Library Collection

- Weeding and cleaning continues.
- Book orders from Follett and Rainbow Book Company have been received, processed, and placed on the shelves for checkout.
- College and Career materials, Graphic novels, and story collection have been labeled for better management.
- Cleaning up destiny database.
- New Brain Hive subscription to be advertised to students during "Love your Library" month—February.

Media Programming

October 21-24—LESSON—ELA.12—Canterbury Tales w/ Grendall (Marking the text)

October 27-29—LESSON—ELA.12—Ctates Project w/Grendall

October 29—LESSON—CREATIVE WRITING—Opening Lines w/Gutierrez

October 30—LESSON—SPANISH—Hispanic Heritage—Day of the Dead Lesson

Real Service Surveys

- 10 questions
- About Goals
- Survey Monkey
- Reward for participation
- Not anonymous

Poor: Is the media specialist nice?

Better: Is the media specialist available for collaboration?

Best: Select the lessons in which you have participated in the media center.

Final Review

Evidence Binder or portfolio

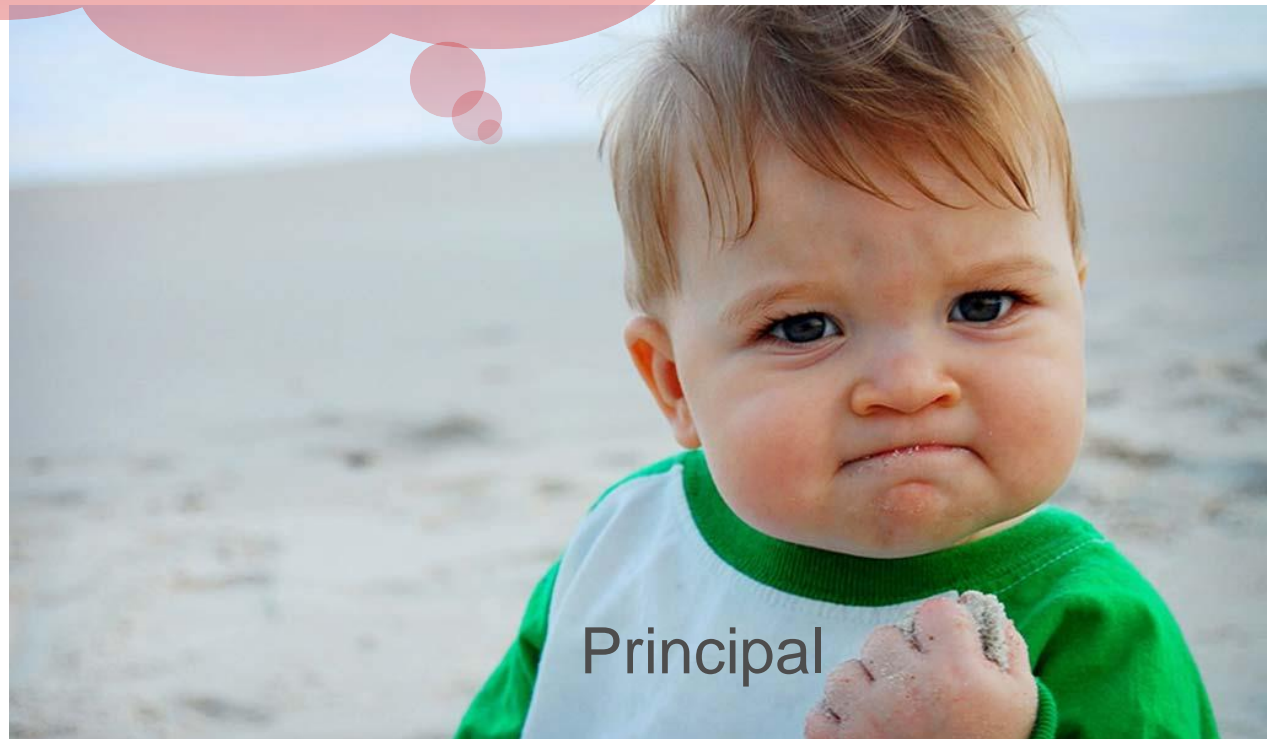
Survey Results

Reflective Journal

Rubric with your personal score.



This Media Specialist is
AWESOME!



@vandypd



www.eliterateandlevelingup.com

