

Oak Grove R-VI School District Library Media Specialist (LMS) Evaluation Form

Employee Name

Date

Criteria	Exceeds	Meets	Progressing	Does Not Meet
1. The LMS assesses the media program.	The LMS is highly skilled <input type="checkbox"/> in the interpretation of collected data. The information is used to creatively modify the program to address the areas of need.	The LMS involves staff, students, <input type="checkbox"/> administrators, and parents/patrons in the evaluation of the LMC program. Evaluation is an ongoing process and is used to improve the program.	The LMS is inconsistent <input type="checkbox"/> in involving staff, students, administrators, and parents/patrons in the evaluation of the LMC program. There is minimal evidence of program improvement based on evaluation.	The LMS shows little or no evidence <input type="checkbox"/> of program evaluation and no evidence of change or improvement.
2. The LMS participates in the development and implementation of technology.	The LMS actively leads <input type="checkbox"/> the building and/or district in the growth and integration of technology into the curriculum.	The LMS participates in the <input type="checkbox"/> development, promotion, and implementation of technology.	The LMS makes some <input type="checkbox"/> use of technology within the LMC program but does not assist or promote the use of technology with others.	The LMS does not use technology <input type="checkbox"/> within the LMC program.
3. The LMS plans and implements the media center program.	The LMS effectively plans <input type="checkbox"/> and administers an innovative and dynamic LMC program. The LMS is a vital member of the instructional team and seeks alliances for resources beyond the school community.	The LMS establishes and <input type="checkbox"/> implements LMC program short-and long-range goals related objectives which align with school, district, state and national guidelines.	The LMS is ineffective <input type="checkbox"/> in planning and implementing short and long range goals which address program improvement.	The LMS fails to develop and use <input type="checkbox"/> planning strategies for the administration of the LMC program.
4. The LMS established and maintains an environment in which students and staff can work at productive levels.	The LMS creatively <input type="checkbox"/> designs and promotes the LMC and maintains an appealing environment that is conducive to learning.	The LMS consistently establishes <input type="checkbox"/> and maintains an environment in which students and staff can work at productive levels.	The LMS inconsistently <input type="checkbox"/> provides an environment that enables students and staff to work at productive levels.	The LMS does not develop or <input type="checkbox"/> maintain an environment conducive to productivity.

Criteria	Exceeds	Meets	Progressing	Does not Meet
5. The LMS manages the selection, acquisition, circulation, and maintenance of materials and equipment.	The LMS demonstrates superior skill in selection, acquisition, and processing of materials. <input type="checkbox"/>	The LMS consistently manages the selection, acquisition, circulation, and maintenance of materials and equipment. <input type="checkbox"/>	The LMS inconsistently manages the selection, acquisition, circulation, and maintenance of materials and equipment. <input type="checkbox"/>	The LMS demonstrates insufficient skills in the selection, acquisition, circulation, and maintenance of materials and equipment. <input type="checkbox"/>
6. The LMS trains and supervises media center personnel (staff, students, and/or volunteers) to perform duties efficiently.	The LMS implements a formal training program for media center staff. Supervision of media center staff is consistent and positive. <input type="checkbox"/>	The LMS consistently trains and supervises media center personnel to perform duties efficiently. <input type="checkbox"/>	The LMS inconsistently trains and supervises media center personnel to perform duties efficiently. <input type="checkbox"/>	The LMS shows little or no evidence of competence in training and supervising media center personnel. <input type="checkbox"/>
7. The LMS prepares statistical records and reports needed to manage the media program.	The LMS prepares consistently accurate and useful statistical records and analytical reports valuable in evaluating the LMC program. <input type="checkbox"/>	The LMS consistently prepares statistical records and reports needed to manage the LMC program. <input type="checkbox"/>	The LMS inconsistently and/or poorly prepares statistical records and reports for the LMC program. <input type="checkbox"/>	The LMS does not maintain statistical records and reports for the LMC program. <input type="checkbox"/>
8. The LMS plans, budgets, and maintains records according to needs and objectives of the media program.	The LMS develops exceptional strategies for budget planning, implementation, and record keeping which enhance the LMC program. <input type="checkbox"/>	The LMS consistently plans, budgets, and maintains records according to the needs and objectives of the LMC program. <input type="checkbox"/>	The LMS poorly prepares budget records according to the needs and objectives of the LMC program. <input type="checkbox"/>	The LMS does not prepare a budget and maintain accurate records of expenditures. <input type="checkbox"/>

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9. The LMS manages student behavior in a constructive manner.	The LMS plans and implements strategies to promote self discipline. <input type="checkbox"/>	The LMS manages student behavior in a constructive manner. <input type="checkbox"/>	The LMS is inconsistent in controlling student behavior. <input type="checkbox"/>	The LMS shows little or no control of student behavior. <input type="checkbox"/>
10. The LMS implements effective teaching techniques and varied instructional strategies that address the diversity of the learner.	The LMS develops creative instructional techniques and considers learning styles to encourage self-directed learning. <input type="checkbox"/>	The LMS consistently implements effective teaching techniques and varied instructional strategies that address the diversity of learners. <input type="checkbox"/>	The LMS uses limited teaching techniques and strategies to address student learning. <input type="checkbox"/>	The LMS shows little or no evidence of using even a limited set of instructional strategies. The LMS does little to address the diversity of learners. <input type="checkbox"/>
11. The LMS promotes the development of effective research skills.	The LMS displays superior ability in teaching students to access, evaluate, and use information and technology. <input type="checkbox"/>	The LMS consistently promotes the development of effective research skills. <input type="checkbox"/>	The LMS inconsistently teaches effective research skills. <input type="checkbox"/>	The LMS lacks skill in teaching effective research skills. <input type="checkbox"/>
12. The LMS serves as an instructional consultant.	The LMS initiates instructional assistance or is sought out by staff members as an instructional leader. <input type="checkbox"/>	The LMS consistently serves as an instructional consultant. <input type="checkbox"/>	The LMS is seldom perceived as an instructional leader by the staff. <input type="checkbox"/>	The LMS is not involved in the instructional process of the school. <input type="checkbox"/>
13. The LMS demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons.	The LMS exhibits the ability to encourage and develop involved users of the LMC by interacting in a professional manner. <input type="checkbox"/>	The LMS consistently demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons. <input type="checkbox"/>	The LMS intermittently demonstrates positive interpersonal relationships with students, staff, administrators, and parents/patrons. <input type="checkbox"/>	The LMS shows little or no interest in working with students, staff, administrators, and parents/patrons. <input type="checkbox"/>

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14. The LMS communicates effectively with students, staff, administrators, and parents/patrons.	The LMS employs a variety of innovative communication methods to promote the LMC program. The LMS excels in keeping people informed. <input type="checkbox"/>	The LMS consistently communicates effectively with students, staff, administrators, and parents/patrons. <input type="checkbox"/>	The LMS inconsistently communicates with students, staff, administrators, and parents/patrons. <input type="checkbox"/>	The LMS shows little or no interest in communicating effectively with students, staff, administrators, and parents/patrons. <input type="checkbox"/>
15. The LMS participates in professional growth activities.	The LMS is a leader and actively participates in professional activities at building, district, state, regional, and national levels. The LMS holds positions of leadership in professional organizations. <input type="checkbox"/>	The LMS consistently participates in professional growth activities. <input type="checkbox"/>	The LMS inconsistently voluntarily participates in professional growth activities. <input type="checkbox"/>	The LMS seldom voluntarily participates in professional growth activities. <input type="checkbox"/>
16. The LMS adheres to all policies, procedures, and regulations of the building and district.	The LMS understands and is an advocate for intellectual freedom and copyright compliance and is articulate in communicating the importance of all policies/procedures to the staff. <input type="checkbox"/>	The LMS consistently adheres to all policies, procedures, and regulations of the building and district. <input type="checkbox"/>	The LMS intermittently complies to policies, procedures, and regulations of the building and district. <input type="checkbox"/>	The LMS does not comply with policies, procedures, and regulations of the building and district. <input type="checkbox"/>
17. the LMS collaborates in the development and/or implementation of the building	The LMS takes a leading role in the development and/or implementation of the building and district vision, mission, and goals. <input type="checkbox"/>	The LMS collaborates in the development and/or implementation of the building and district vision, mission, and goals. <input type="checkbox"/>	The LMS shows little interest in the development and/or implementation of the building and district vision, mission, and goals. <input type="checkbox"/>	The LMS shows no interest in the development and/or implementation of the building and district vision, mission, and goals. <input type="checkbox"/>

Administrator's/Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of Employment Yes ☐ No ☐

LMS's comments:

Signature of LMS Signature of Administrator Date _____

Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation and that my comments will be attached to the evaluation form in my personnel file.