

# Bloomington District 87 Professional Appraisal System

## Form A: Pre-Observation Conversation for Library Media Specialists

Specialist:

School:

Grade Level(s):

Subject(s):

Observer:

Date:

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Literature and Current Trends	4a - Preparing and Submitting Reports and Budgets	2a - Creating an Environment of Respect and Rapport	3a - Communicating with Members of the Learning Community
1b - Demonstrating Knowledge of Program	4b - Communicating with Larger Community	2b - Establishing a Culture for Learning	3b - Engaging and Assisting Members of the Learning Community
1c - Setting Program Outcomes	4c - Participating in a Professional Community	2c - Managing Procedures and Physical/Virtual Space	3c - Using Assessment in Instruction
1d - Designing a Coherent Program	4d - Engaging in Professional Development	2d - Managing Student Behavior	3d - Demonstrating Flexibility and Responsiveness
1e - Designing Program Evaluation	4e - Showing Professionalism		

### ***Questions for Discussion between Specialist and Evaluator:***

1. Briefly describe the students with whom you are working. What have you learned about your students this year? (1b)
2. Briefly describe how you prepare and plan for your work with students. (1a, 1b, 1c, & 1d)
3. Briefly discuss the process and procedures that are followed when providing services to the students you serve. (1b, 1c, & 1d)
4. The quality of the professional environment where you work with students is important to accomplishing the goals and objectives set for students. How do the procedures and physical space of your work environment help students succeed in accomplishing the goals and objectives that are set for them? How have you changed your procedures and processes based on feedback? (Links to 2a, 2c, & 2d)
5. During the observation I will be collecting evidence about your teaching directions, procedures, explanations, discussion process and learning expectations, transitions and closure. What specific information would you like me to collect about your instructional communication with students? (Links to 1c, 2d, & 3a)
6. How do you differentiate to address the needs of students? (Links to 3c & 3d)
7. How do you assess whether students are progressing toward meeting the goals and objectives set forth for them? (1c & 3c)
8. Do you collaborate with colleagues? What professional activities have influenced your practice? (Links to 4c, 4d, & 4e)
9. Thinking beyond your professional work environment, how have you continued to communicate and connect with students' families to help build a link between home and school? How has family information influenced your professional practice decisions and interactions with students? (3d, 4b, & 4d)
10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

**Bloomington Public School District 87 Professional Appraisal System**  
**Form B: Conference Reflection for Specialists**

Specialist \_\_\_\_\_ School(s) \_\_\_\_\_

1. In general, how successful were your interactions with the student(s)? Did the student(s) accomplish what you intended? How do you know?
  - a. Describe the key components of your interactions or session with the student(s) that helped or hindered your overall student engagement (e.g. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility, etc.). (Domain 3: Delivery of Service)
  - b. What evidence do you have that the targets that were set were met? (Domain 3: Delivery of Service)
  
2. Comment on your management procedures, student engagement, and your use of physical space. To what extent did these contribute to student(s) accomplishing the desired goals and objectives?
  
3. Comment on different aspects of your interactions/engagement with students (e.g., activities, grouping of students, materials and resources). To what extent were they effective?
  
4. If you had an opportunity to have a similar session or interaction with this student or same group of students again, what would you do differently?
  
5. What did you learn that will help you with your professional practice in the future? What do you hope to be able to share with your colleagues after this session or interaction?

Note: The evaluator retains the right to reschedule the post-conference if the specialist has not engaged in reflection prior to this conference.

# Bloomington Public School District 87 Professional Appraisal System

## Form C: Informal Observation for Library Media Specialists

Specialist: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Subject Area: \_\_\_\_\_

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Literature and Current Trends	4a - Preparing and Submitting Reports and Budgets	2a - Creating an Environment of Respect and Rapport	3a - Communicating with Members of the Learning Community
1b - Demonstrating Knowledge of Program	4b - Communicating with Larger Community	2b - Establishing a Culture for Learning	3b - Engaging and Assisting Members of the Learning Community
1c - Setting Program Outcomes	4c - Participating in a Professional Community	2c - Managing Procedures and Physical/Virtual Space	3c - Using Assessment in Instruction
1d - Designing a Coherent Program	4d - Engaging in Professional Development	2d - Managing Student Behavior	3d - Demonstrating Flexibility and Responsiveness
1e - Designing Program Evaluation	4e - Showing Professionalism		

Time	Actions & Statements/Questions by Specialist & Students	Component

# Bloomington Public School District 87 Professional Appraisal System

## Form D: Final Summative Evaluation for Specialists

Specialist Name:

Location:

School Year:

Evaluator:

Specialist Years of Service in Bloomington:

<b>Observation dates included in the basis of this summative evaluation:</b>
Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 2 – The Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 3 – Delivery of Service	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)

**We have conducted a conversation on the rubrics. The Specialist has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the Human Resources Department.**

Specialist Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Signature indicates only that the Specialist has read and understands the evaluation.*

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Bloomington Public School District 87 Professional Appraisal System

### Form E: Individual Growth Plan Self-Assessment for Library Media Specialists

*Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:*

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
	<p><b>Domain 1: Planning and Preparation</b></p> <p>1a - Demonstrating Knowledge of Literature and Current Trends</p> <p>1b - Demonstrating Knowledge of Program</p> <p>1c - Setting Program Outcomes</p> <p>1d - Designing a Coherent Program</p> <p>1e - Designing Program Evaluation</p>	
<b>Next Steps:</b>		
	<p><b>Domain 2 - Classroom Environment</b></p> <p>2a - Creating an Environment of Respect and Rapport</p> <p>2b - Establishing a Culture for Learning</p> <p>2c - Managing Procedures and Physical/Virtual Space</p> <p>2d - Managing Student Behavior</p>	
<b>Next Steps:</b>		

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
	<p><b>Domain 3 - Instruction</b></p> <p>3a - Communicating with Members of the Learning Community</p> <p>3b - Engaging and Assisting Members of the Learning Community</p> <p>3c - Using Assessment in Instruction</p> <p>3d - Demonstrating Flexibility and Responsiveness</p>	
<b>Next Steps:</b>		
	<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a - Preparing and Submitting Reports and Budgets</p> <p>4b - Communicating with Larger Community</p> <p>4c - Participating in a Professional Community</p> <p>4d - Engaging in Professional Development</p> <p>4e - Showing Professionalism</p>	
<b>Next Steps:</b>		

# Bloomington Public School District 87 Professional Appraisal System

## Form F: Individual Growth Plan Goal

**Directions:** Use Form E: Individual Growth Plan Self-Assessment to determine and develop an Individual Growth Plan Goal.

<b>Individual Growth Plan Goal Criteria</b>		
<b>S</b>	<b>Specific Standards-Based</b>	<ul style="list-style-type: none"> <li>• Is the goal clearly focused on what is to be accomplished?</li> <li>• Why is this important?</li> <li>• Is it based on the <i>Framework for Library Media Specialist</i> practice?</li> </ul>
<b>M</b>	<b>Measurable</b>	<ul style="list-style-type: none"> <li>• Can this goal be measured?</li> <li>• Will I be able to collect evidence of achievement?</li> <li>• Is this goal based upon multiple sources of data?</li> </ul>
<b>A</b>	<b>Aligned and Attainable</b>	<ul style="list-style-type: none"> <li>• Is this goal aligned to district and school improvement goals?</li> <li>• Will resources be available to achieve this goal?</li> </ul>
<b>R</b>	<b>Relevant</b>	<ul style="list-style-type: none"> <li>• How will this goal enhance teaching/professional practice/craft?</li> <li>• How will this goal enhance learning opportunities for students?</li> </ul>
<b>T</b>	<b>Time Bound</b>	<ul style="list-style-type: none"> <li>• Can this goal be attained within the required timeframe?</li> </ul>

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

*Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning:* During 2009-10 (**WHEN**), the 6<sup>th</sup> Grade Cross-Disciplinary Team (**WHO**) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) “high interest” Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (**DATA SOURCE**).

**My Individual Growth Plan Goal (include when, what, who, and data source):**

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## Bloomington Public School District 87 Professional Appraisal System Form G: Individual Growth Action Plan for Library Media Specialists

Specialist Name:	Year:	School:
Professional Growth Statement (refer to Form F):		Certified Position:
Measures of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)		
Which School and/or District Improvement Goal(s) are addressed by this IGP?		
What Framework for Library Media Specialist Domain(s)/Component(s) are addressed in this IGP?		
Action Steps/Activities (Specific Specialist or specialist Professional Activities that are part of your plan.)	Resources (Staff, PD of Materials)	Timelines (Timeframe that Action Steps/Activities will be completed)
Feedback/Revision		

*I have reviewed the above Individual Goal Action Plan:*

Specialist's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

*\*If Tenured, mark if this is a Collaborative Plan:* \_\_\_\_\_ Yes \_\_\_\_\_ No *If yes, list colleague:* \_\_\_\_\_



# Bloomington Public School District 87 Professional Appraisal System

## Form H: Professional Development Plan for Specialists

Name: \_\_\_\_\_ Supervisor/Evaluator: \_\_\_\_\_ Date of PDP: \_\_\_\_\_

**PDP Priorities:**

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion

**PDP Initial Signatures:**

Evaluator:		Specialist:	
Date:		Date:	

**PDP Review Section:**

Domain/Component:	Indicators of Progress:
Domain/Component:	Indicators of Progress:

**PDP Review Signatures:**

Evaluator:		Specialist:	
Date:		Date:	

**Specialist completion of Professional Development Plan:**

Yes, the PDP was completed       No, the PDP was not completed

**PDP Completion Signatures:**

Evaluator:		Specialist:	
Date:		Date:	

**Bloomington Public School District 87 Professional Appraisal System  
Form I: Framework for Library Media Specialists Rubric Domains 1-4**

Name: \_\_\_\_\_ Building: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Evaluator: \_\_\_\_\_

The Bloomington Public School District Framework for Specialists Rubric is contained on the following pages. *A Framework for Library Media Specialists At-A-Glance* is provided in the Resource Guides section of this document.

Signature: \_\_\_\_\_

Course: \_\_\_\_\_

Class/Period: \_\_\_\_\_

**Bloomington Public School District 87 Framework for Specialists - Domain 1 for Library Media Specialists:  
Planning and Preparation**

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>1a Demonstrating knowledge of literature and current trends in literature and informational technology</b>	The Library Media Specialist demonstrates little or no knowledge of age-appropriate literature and of current trends in practice and information technology.	The Library Media Specialist demonstrates limited knowledge of age-appropriate literature and of current trends in practice and information technology.	The Library Media Specialist demonstrates thorough knowledge of age appropriate literature and of current trends in practice and information technology.	Drawing on extensive professional resources, the Library Media Specialist demonstrates a rich understanding of age-appropriate literature and of current trends in information technology.
<b>1b Demonstrating knowledge of the school's program and informational needs of the learning community within that program</b>	The Library Media Specialist demonstrates little or no knowledge of the school's content standards and of the learning community's needs for information skills within those standards.	The Library Media Specialist demonstrates basic knowledge of the school's content standards and of the learning community's needs for information skills within those standards.	The Library Media Specialist demonstrates thorough knowledge of the school's content standards and the learning community's needs for information skills within those standards.	The Library Media Specialist takes a leadership role within the school and district to articulate the needs of the learning community for information technology within the school's program.
<b>1c Establishing goals for the library media program appropriate to the setting and the learning community served</b>	The Library Media Specialist has no clear goals for the library media program, or they are inappropriate for the school. The Library Media Specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	The Library Media Specialist's goals for the library media program are rudimentary and are partially suitable to the school setting. The Library Media Specialist collaborates with classroom teachers in the design of instructional activities when requested.	The Library Media Specialist's short and long-range goals for the library media program are clear and appropriate to the school setting. The Library Media Specialist initiates collaboration with classroom teachers in the design of instructional activities.	The Library Media Specialist's goals for the library media program are highly appropriate to the school setting and have been developed in collaboration with members of the learning community. The Library Media Specialist initiates collaboration with classroom teachers in the design of standards-based instructional activities, selecting additional resources to enrich teaching and learning.
<b>1d Planning an integrated library media program demonstrating knowledge of resources, both within and beyond the school and district, and in accordance with the district's policies, the</b>	The library media program consists of a random collection of unrelated activities and/or resources, lacking coherence or an overall structure. The Library Media Specialist is unfamiliar with resources available in the district and larger community. The Library Media Specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not weed the collection. The collection is unbalanced in scope.	The Library Media Specialist's plan includes a number of worthwhile activities and/or resources, but some of them do not fit with the broader goals. The Library Media Specialist has basic knowledge of resources available in the district and larger community. The Library Media Specialist attempts to adhere to district and professional guidelines in selecting materials for the collection and sometimes weeds the collection of outdated material. The collection is limited in scope for the school population.	The Library Media Specialist's plan is well designed to consistently integrate activities and resources to support the overall school program, to support the needs of the learning community, and to advance the LMC's program goals. The Library Media Specialist is aware of resources available in the district and larger community. The Library Media Specialist adheres to district and professional guidelines in selecting materials for the collection and periodically weeds the collection of outdated material. The collection is diverse in scope.	The Library Media Specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, collaborative work with teachers, and work in maintaining and extending the collection. The Library Media Specialist actively seeks and advocates for availability of resources to enrich the school's program. The Library Media Specialist develops and weeds the collection in consultation with members of the learning community. The collection is diverse in scope and reflective of district and professional guidelines.

<b>learning community's needs, and budgetary guidelines</b>				
<b>1e Developing a plan to evaluate the library media program</b>	The Library Media Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	The Library Media Specialist has a rudimentary plan to evaluate the library media program.	The Library media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	The Library media specialist's evaluation plan is highly sophisticated, with valid and varied sources of evidence and a clear path toward improving the program on an ongoing basis.

**Domain 1 Planning and Preparation Documentation:**

**Domain 1 Planning and Preparation Strengths:**

**Domain 1 Planning and Preparation Areas of Growth:**

## Bloomington Public School District 87 Framework for Specialists - Domain 2 for Library Media Specialists: *The Environment*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>2a Creating an environment of respect and rapport</b>	Interactions, both between the Library Media Specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the Library Media Specialist and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the Library Media Specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the Library Media Specialist and all members of the learning community are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility in the library media center.
<b>2b Establishing a culture of investigation, appreciation of literature, and productivity with technology</b>	The Library Media Specialist lacks the knowledge and skills to guide investigation and appreciation of reading literature. The Library Media Specialist does not support productive use of technology	The Library Media Specialist inconsistently emphasizes a need for investigation and reading literature. The Library Media Specialist uses only essential technology tools to be productive.	The Library Media Specialist emphasizes the importance of seeking information and reading literature. The Library Media Specialist models the productive use of technology.	The Library Media Specialist creates an environment that encourages the learning community to seek information and read literature. The Library Media Specialist advocates for a technology rich environment with the least restrictive access.
<b>2c Managing library media center procedures and organizing access to physical and virtual spaces</b>	The library media center routines and procedures are either nonexistent or inefficient, resulting in general confusion. The Library Media Specialist makes poor use of the environment, limiting access to physical or virtual spaces that meets the students' learning needs. Online presence is absent. The Library Media Specialist's expectations for library assistants and/or volunteers as related to the library media program are not articulated.	The library media center routines and procedures have been established but needs to be consistently reinforced. The Library Media Specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion. Online presence is minimal. The Library Media Specialist's expectations for library assistants and/or volunteers as related to the library media program are vaguely articulated.	The library media center routines and procedures have been established and function smoothly. The Library Media Specialist makes effective use of the physical environment. Online presence is developed and maintained. The Library Media Specialist establishes expectations for library assistants and/or volunteers as related to the library media program.	Library media center routines and procedures are seamless in their operation, with students assuming considerable responsibility for their smooth operation. The Library Media Specialist makes highly effective use of the physical environment. Online presence is dynamic and anticipates the needs of the learning community. Library media assistants work independently and contribute to the success of the library media program.
<b>2d Managing student behavior</b>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the Library Media Specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the Library Media Specialist monitors student behavior against those standards. The Library Media Specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. The Library Media Specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

**Domain 2 Environment Documentation:**

**Domain 2 Environment Strengths:**

**Domain 2 Environment Areas of Growth:**

## Bloomington Public School District 87 Framework for Specialists - Domain 3 for Library Media Specialists: *Delivery of Services*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>3a Communicating with members of the learning community</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of oral and written communication contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion. The teacher's oral and written communication is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to all members of the learning community. Oral and written communication is appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear and documented for all members of the learning community. Oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipate possible student misconceptions.
<b>3b Engaging and assisting members of the learning community in literature, the productive use of technology, and development of informational literacy skills</b>	The Library Media Specialist does not promote reading in the school. The Library Media Specialist declines to assist members of the learning community in the use of technology. The Library Media Specialist is not providing opportunities for students to collaborate, think critically, and reflect on their work.	The Library Media Specialist ensures reading materials are available to members of the learning community, but does little to promote reading. Library Media Specialist assists members of the learning community in the use of technology upon request. The Library Media Specialist provides limited opportunities for students to collaborate, think critically, and reflect on their work.	The Library Media Specialist actively promotes reading with all members of the learning community and provides materials at a variety of levels and in multiple formats. The Library Media Specialist initiates sessions to assist members of the learning community in the use of technology. The Library Media Specialist guides members of the learning community to collaborate, think critically, and reflect on their work.	The Library Media Specialist supports members of the learning community to independently utilize both print and digital materials for a variety of purposes. The Library Media Specialist enables members of the learning community to assume leadership roles in technology education. Members of the learning community apply information literacy skills independent of direct support from the Library Media Specialist.
<b>3c Using assessment in instruction</b>	Assessment is neither used in instruction through monitoring of progress by the teacher, the Library Media Specialist, or students, nor through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher, the Library Media Specialist, and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Formative and summative assessments are regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher, the Library Media Specialist, and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Formative and summative assessments are used in a developmentally-appropriate manner during the learning cycle through student involvement in establishment of the assessment criteria, self-assessment, progress checks by both students, teacher, and the Library Media Specialist, and high-quality feedback to students from a variety of sources.
<b>3d Demonstrating flexibility and responsiveness</b>	The Library Media Specialist does not make changes in the library media program even when evidence of inadequate approaches is provided.	The Library Media Specialist makes modest changes in the library media program when prompted with the need for change.	The Library Media Specialist makes revisions to the library media program as needed.	The Library Media Specialist is continually seeking ways to improve the library media program and makes changes as needed in response to input from the learning community.



**Domain 3 Delivery of Services Documentation:**

**Domain 3 Delivery of Services Strengths:**

**Domain 3 Delivery of Services Areas of Growth:**

## Bloomington Public School District 87 Framework for Specialists - Domain 4 for Library Media Specialists: *Professional Responsibilities*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>4a Preparing and submitting reports and budgets</b>	The Library Media Specialist ignores requests of the learning community when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	The Library Media Specialist's efforts to prepare budgets are partially successful, responding sometimes to reasonable requests of the learning community and following procedures. Inventories and reports are sometimes submitted on time.	The Library Media Specialist honors reasonable requests of the learning community when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	The Library Media Specialist anticipates needs of the learning community when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
<b>4b Communicating with the larger community</b>	The Library Media Specialist makes no effort to engage in outreach efforts to parents or the larger community.	The Library Media Specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	The Library Media Specialist engages in outreach efforts to parents and the larger community.	The Library Media Specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
<b>4c Participating in a professional community</b>	The Library Media Specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events.	The Library Media Specialist's relationships with colleagues are cordial, and the specialist participates in school and district events when specifically requested.	The Library Media Specialist participates actively in school and district events and maintains positive and productive relationships with colleagues. The Library Media Specialist holds membership in professional organizations.	The Library Media Specialist makes a substantial contribution to school and district events and assumes a leadership role with colleagues. The Library Media Specialist makes a substantial contribution to the professional community.
<b>4d Engaging in professional development</b>	The Library Media Specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	The Library Media Specialist's participation in professional development activities is limited to those that are convenient or are required.	The Library Media Specialist seeks out opportunities for professional development based on an individual assessment of need.	The Library Media Specialist actively pursues professional development opportunities and makes a contribution to the profession. In addition, the Library Media Specialist seeks feedback from supervisors and colleagues.
<b>4e Showing professionalism</b>	The Library Media Specialist displays dishonesty in interactions with colleagues, students, and the public. The Library Media Specialist violates copyright guidelines.	The Library Media Specialist is honest in interactions with colleagues, students, and the public. The library Media Specialist respects copyright guidelines.	The Library Media Specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public. The Library Media Specialist adheres carefully to the District's Acceptable Use Policy and copyright guidelines.	Across various settings, the Library Media Specialist models high standards of honesty and integrity in interactions with colleagues, students, and the public. The Library Media Specialist takes a leadership role in educating members of the learning community regarding the District's Acceptable Use Policy, plagiarism, and copyright guidelines.

**Domain 4 Professional Responsibilities Documentation:**

**Domain 4 Professional Responsibilities Strengths:**

**Domain 4 Professional Responsibilities Areas of Growth:**

# Bloomington Public School District 87 Professional Appraisal System

## Form J: Formal Observation for Library Media Specialists

Specialist: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Subject Area: \_\_\_\_\_

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Literature and Current Trends	4a - Preparing and Submitting Reports and Budgets	2a - Creating an Environment of Respect and Rapport	3a - Communicating with Members of the Learning Community
1b - Demonstrating Knowledge of Program	4b - Communicating with Larger Community	2b - Establishing a Culture for Learning	3b - Engaging and Assisting Members of the Learning Community
1c - Setting Program Outcomes	4c - Participating in a Professional Community	2c - Managing Procedures and Physical/Virtual Space	3c - Using Assessment in Instruction
1d - Designing a Coherent Program	4d - Engaging in Professional Development	2d - Managing Student Behavior	3d - Demonstrating Flexibility and Responsiveness
1e - Designing Program Evaluation	4e - Showing Professionalism		

Time	Actions & Statements/Questions by Specialist & Students	Component