

ADEPT

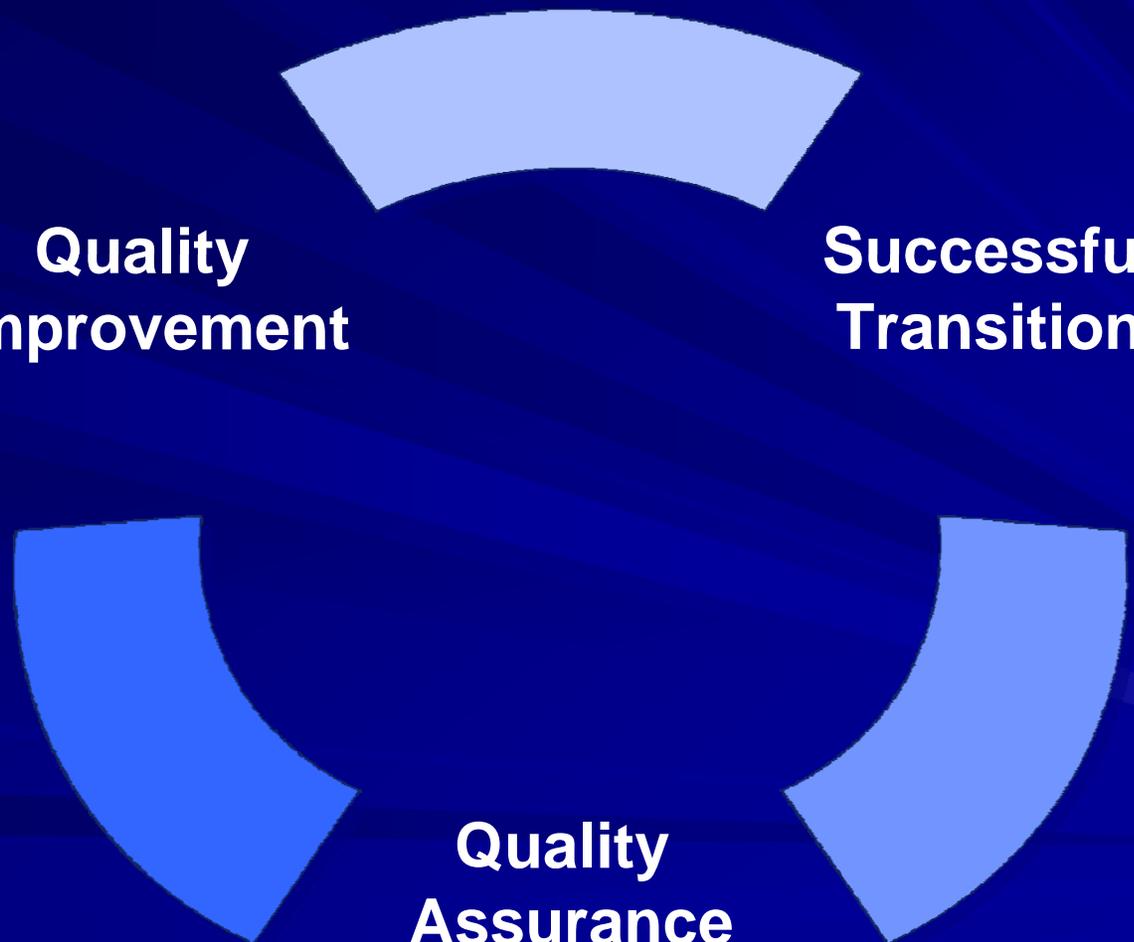
for

School Library Media Specialists

ADEPT Web Site

<http://www.scteachers.org>

ADEPT Cycle



**Quality
Improvement**

**Successful
Transition**

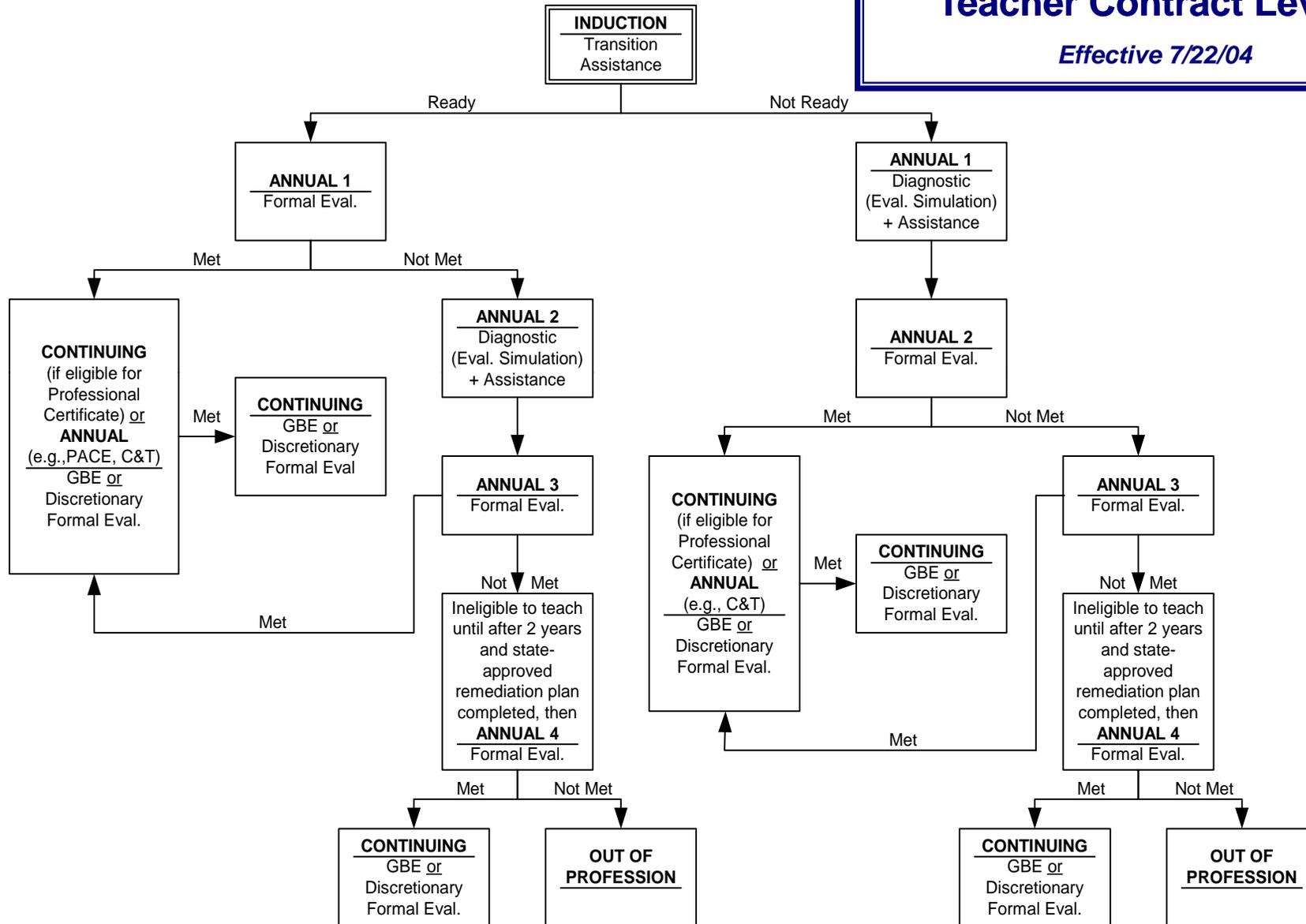
**Quality
Assurance**

ADEPT Levels

- Induction
- Formal Evaluation
- Diagnostic Assistance *(optional)*
- Informal Evaluation

Teacher Contract Levels

Effective 7/22/04



Performance Dimensions

- Are South Carolina's professional practice standards for school library media specialists.
- Were developed by a statewide group of library media specialists representing public schools and institutions of higher education
- Are aligned with established standards for the profession.
- Apply to LMSs throughout their career continuum

Key Considerations

(Evidence Documentation)

- Are *examples* of components of each performance dimension
- Are not necessarily all of equal importance
- Are not universally applicable to all LMSs in all settings
- Are context-specific

PD 1: Long-Range Planning

- The library media specialist develops a long-range plan (LRP) that appropriately describes and/or references goals, objectives, policies, and procedures related to the administration and management of the library media center—including the plans for collaboration, assessment, communications, and advocacy—that are designed to meet the specific information and technology needs of the school community.

PD 1: Key Considerations

(Evidence Documentation)

- Description of specific information and technology needs of school community.
- Appropriate program and objectives.
- Appropriate policies and procedures for administering the library media center.
- Appropriate policies and procedures for managing the resource collection.

PD 1: Key Considerations

(Evidence Documentation)

- Ways in which the LMS will integrate information literacy and technology into the academic curriculum.
- Formal and informal assessments to evaluate the library media center and services.
- Ways of informing the school community about library media services.

PD 2: Administering the Library Media Program

- The library media specialist effectively administers and manages the library media center to ensure the efficient use of available space, resources, and services.

PD 2: Key Considerations

(Evidence Documentation)

- Implements policies and procedures to maximize use of the library media center services, resources, and space.
- Communicates policies and procedures to school community.
- Appropriately administers the library media center budget.
- Supervises other professionals and non-professionals who assist in the library media center.

PD 3: Collaboration for Instruction and Services

- The library media specialist promotes student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology into the state's curriculum standards.

PD 3: Key Considerations

(Evidence Documentation)

- Establishes effective instructional partnerships.
- Integrates standards: information literacy, technology education, and curriculum.
- Assists students in developing skills to access and use information independently.
- Promotes reading and literature appreciation.

PD 3: Key Considerations

(Evidence Documentation)

- Establishes appropriately high expectations for students.
- Monitors the impact of the instructional partnerships on student achievement, and makes adjustments as appropriate.

PD 4: Library Media Collection & Resource Management

- The library media specialist appropriately selects, acquires, organizes, circulates, maintains, provides access to, and promotes the use of a diverse collection of resources and technologies.

PD 4: Key Considerations

(Evidence Documentation)

- Effectively implements a collection-development policy.
- Involves members of the learning community in the selection and continuous evaluation of materials and resources.
- Develops an appropriate circulation policy and maintains an efficient circulation system.
- Makes materials easily accessible to patrons.

PD 5: Maintaining an Environment Conducive to Inquiry

- The library media specialist creates a safe, attractive, open, and accessible environment that is conducive to inquiry and learning.

PD 5: Key Considerations

(Evidence Documentation)

- Provides maximum access to the library media center resources, including physical adaptations if needed.
- Creates a safe, attractive, and inviting environment that is conducive to learning and inquiry.
- Provides assistance, information, support, and/or instruction to all members of the learning community.

PD 6: Assessing the Library Media Program

- The library media specialist conducts appropriate assessments of the library media collection, instructional program, and facility so that he or she can use the results of these evaluations to enhance the school's library media resources and services.

PD 6: Key Considerations

(Evidence Documentation)

- Uses a variety of formal and informal data collection methods to continuously evaluate the effectiveness of the program.
- Uses assessment results to guide decision making.

PD 7: Fulfilling Professional Responsibilities

- The library media specialist consistently demonstrates ethically based professional behavior and participates in continuous professional development.

PD 7: Key Considerations

(Evidence Documentation)

- Maintains positive professional relationships.
- Adheres to ethical standards.
- Balances “other assigned duties” with professional responsibilities.
- Demonstrates positive work habits (self-management; quality of work).

PD 7: Key Considerations

(Evidence Documentation)

- Contributes to the well-being of students, the benefit of the overall school community, and the advancement of the profession.
- Identifies own professional strengths and weaknesses.
- Displays professional insight and vision.
- Sets purposeful professional goals.

Year 1

■ Teaching Certificate

- “License” issued by the State Department of Education.

Initial Certificate

■ Contract

- Employment agreement issued by the local school district.

Induction

- One year; nonrenewable.
- Provisions of the Employment and Dismissal Act do *not* apply.)

■ ADEPT Process

Induction

Induction

INDUCTION

(Successful Transition)

ASSISTANCE

(Transitional Support)

EVALUATION
(Formative Feedback)

DEVELOPMENT
(Skill Acquisition/Refinement)

Induction

- Comprehensive orientation
- Trained assistance team (building administrator and LMS mentor)
- Regular opportunities to observe and consult with experienced LMSs

Induction

- Regular opportunities to receive feedback from and to consult with assistance team members.
- Regular opportunities to meet with other new professional staff members.

Year 2 (+)

■ Teaching Certificate

➤ “License” issued by the State Department of Education.

Initial Certificate

■ Contract

➤ Employment agreement issued by the local school district.

Annual

➤ Up to four years.
➤ Provisions of the Employment and Dismissal Act do *not* apply; teacher may request informal hearings.

■ ADEPT Process

Formal Evaluation

OR

Diagnostic Assistance

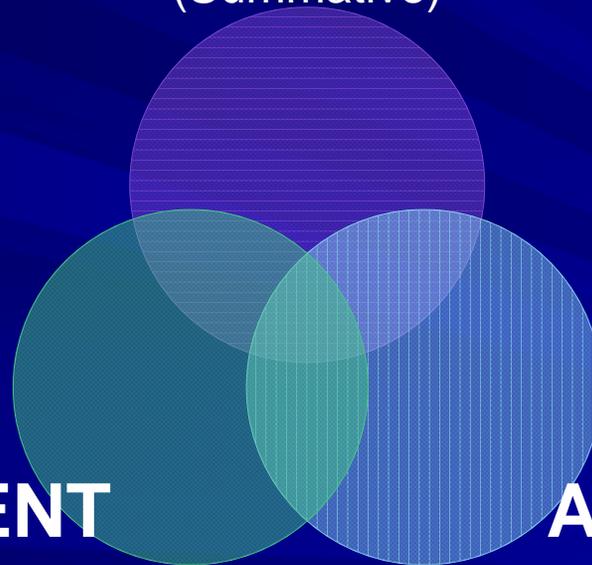
Formal Evaluation

FORMAL EVALUATION

(Quality Assurance)
“PACT” for LMSs

EVALUATION

(Summative)



DEVELOPMENT

(Remediation of deficiencies)

ASSISTANCE

(Remedial support)

Formal Evaluation Materials

- Available online at <http://www.scteachers.org>
- Include
 - Guidelines
 - Evidence Documentation
 - Interview Form
 - Reflection
 - Professional Performance Description
 - Professional Self-Report
 - Evaluation Summary

FORMAL EVALUATION

- Must address the seven performance dimensions (PDs) for library media specialists.
- Must provide clear, convincing evidence of *typical* performance relative to each PD.

Typical Performance

Rationale: Typical performance is the best overall indicator of an LMS's knowledge, skills, *and* dispositions. Judgments about typical performance must be based on evidence obtained from

- multiple evaluators,
- multiple sources,
- multiple samples over time, and
- unannounced, as opposed to “showcase,” samples.

Evaluation Teams

- Each evaluation team must include a minimum of two members.
- All evaluation team members must be certified ADEPT evaluators.
- All evaluation team members must have successfully completed training in the ADEPT for Library Media Specialists evaluation process.

Evaluation Teams

- At least one member of the evaluation team must be a certified library media specialist.
- At least one member of the evaluation team must be qualified to serve as a district- or school-level supervisor for library media specialists.

Expert Evaluator

- *Expert* – someone who, through education or experience, has gained knowledge of a particular subject so that he or she could form an opinion that one without that knowledge could not.

Orientation

- Each library media specialist who is scheduled for formal evaluation must receive a comprehensive orientation prior to the initiation of the evaluation process. The orientation must include, but need not be limited to, written and oral explanations of
 - the performance dimensions,
 - the evaluation process,
 - the criteria for successfully completing the evaluation, and
 - the intended use of the evaluation results.

Formal Evaluation

At-A-Glance

Formal Evaluation Process

LMS	Evaluator 1 (LMS)	Evaluator 2 (Supervisor)	Administrator
Complete the LRP (PD 1)	Review the LRP; complete the documenta- tion (PD 1)	Review the LRP; complete the documenta- tion (PD 1)	

Formal Evaluation Process

LMS	Evaluator 1 (LMS)	Evaluator 2 (Supervisor)	Administrator
Participate in interviews (PDs 2, 4, 5, and 6)	Conduct the interview; complete the documentation (PDs 2, 4, 5, and 6)	Conduct the interview; complete the documentation (PDs 2, 4, 5, and 6)	

Formal Evaluation Process

LMS	Evaluator 1 (LMS)	Evaluator 2 (Supervisor)	Administrator
Complete a written "Reflection" following each observation (PD 3)	Conduct the observation	Conduct the observation	
	Review the "Reflection"	Review the "Reflection"	
	Complete the documentation (PD 3)	Complete the documentation (PD 3)	

Formal Evaluation Process

LMS	Evaluator 1 (LMS)	Evaluator 2 (Supervisor)	Administrator
Complete the Professional Self-Report (PD 7)	Review the Professional Self-Report	Review the Professional Self-Report	Complete the Professional Performance Description (PD 7)
	Review the Professional Performance Description; complete the documentation (PD 7)	Review the Professional Performance Description; complete the documentation (PD 7)	

Formal Evaluation Process

LMS	Evaluator 1 (LMS)	Evaluator 2 (Supervisor)	Administrator
	Hold the consensus meeting; complete the consensus documentation and the Evaluation Summary		

Formal Evaluation Process

LMS	Evaluator 1 (LMS)	Evaluator 2 (Supervisor)	Administrator
Participate in the evaluation conference to discuss the evaluation results			

Evaluation Judgments

- Consensus-based for each PD
- Issued twice during the year
 - Preliminary judgment prior to Winter holiday break to provide feedback (i.e., a progress report) to the library media specialist
 - Final judgment prior to April 15

Evaluation Judgments

In order to meet the *overall* competency standard, the library media specialist must meet the standard on PD 3 (Collaboration for Instruction and Services) and on at least five of the six remaining performance dimensions at the time of the final evaluation.

EVALUATION CONFERENCES

- Conducted twice per year, following each consensus meeting.
- Evaluation team meets with the library media specialist to discuss
 - the LMS's performance relative to each PD, and
 - The overall evaluation judgment.

EVALUATION CONFERENCES

- The LMS must receive written copies of
 - the consensus evidence documentation for each PD and
 - the completed *Evaluation Summary* form.
- If the LMS does not meet the overall standard at the time of the preliminary evaluation conference, the evaluation team must provide an assistance plan.

Diagnostic Assistance

Diagnostic Assistance

- Provided *if needed* at the annual contract level.
- One year only.
- For LMSs who show potential but who are not ready for formal evaluation.
- May be provided either after the induction year or after the first unsuccessful formal evaluation.

Diagnostic Assistance Interim Guidelines

- Assistance team (mentor and supervisor).
- Assistance plan, based on area(s) that need improvement.
- Observations by and formative oral and written feedback from assistance team.
- Other types of assistance, as needed.
- Evaluation of the effectiveness of the diagnostic assistance.

All Requirements Met

■ Teaching Certificate

➤ “License” issued by the State Department of Education.

Professional Certificate

■ Contract

➤ Employment agreement issued by the local school district.

Continuing

➤ Full provisions of the Employment and Dismissal Act apply.

■ ADEPT Process

Informal Evaluation (GBE)

OR

Formal Evaluation

Informal Evaluation

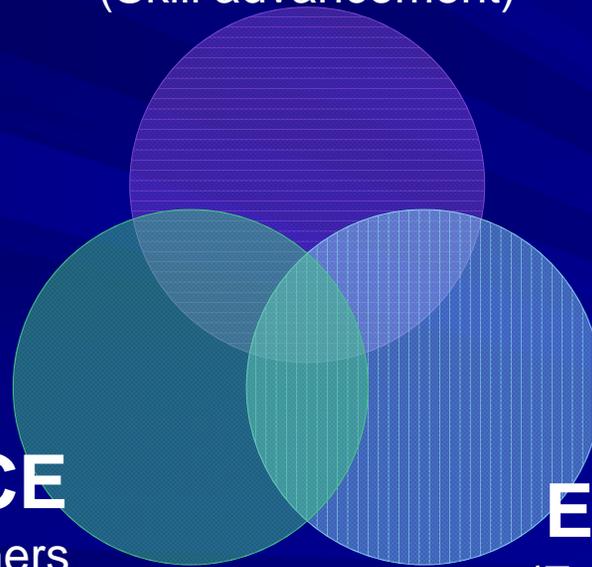
Goals-Based Evaluation
(GBE)

INFORMAL EVALUATION (GBE)

(Continuous Quality Improvement)

DEVELOPMENT

(Skill advancement)



ASSISTANCE

(Contributions to others
and to the profession)

EVALUATION

(Formative self-analysis)

GBE

- For “successful” LMSs at the continuing contract level
- Goals must relate to
 - the performance dimensions for LMSs and
 - the overall mission and strategic plan for the school and district.

The GBE Process

- Identify the need
- Articulate the goal (i.e., the *vision*)
- Develop the action plan
- Determine the requirements
 - Professional development
 - Resources
- Identify the appropriate evidence for measuring progress.
- Establish ways for determining “success.”

Professional Growth

- Action research
- Mentoring
- Peer coaching
- Self-Directed Professional Growth
- National Board Certification

For additional information, contact

Kathryn R. Meeks, Ph.D.

Office of Teacher Preparation, Support, and Evaluation

Division of Teacher Quality

South Carolina Department of Education

3700 Forest Drive, Suite 500

Columbia, South Carolina 29204

Telephone: (803) 734-4067

Facsimile: (803) 734-0872

E-Mail: kmeeks@scteacheers.org