RISING TO THE CHALLENGE OF PERFORMANCE-BASED EVALUATION

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Hartford, CT
Taking the Pulse…Where are you from?

- Go to [http://www.socrative.com](http://www.socrative.com). Click on Student Login.
- Our room number is 892680.
  
  A—Region 1: CT, MA, ME, NH, RI, VT
  B—Region 2: DC, DE, MD, NJ, NY, PA
  B—Region 3: IA, IL, IN, MI, MN, MO, OH, WI
  C—Region 4: KY, NC, SC, TN, VA, WV
  C—Region 5: AL, GA, FL, LA, MS
  D—Region 6: AR, OK, NM, TX
  D—Region 7: AZ, CA, HI, NV, UT
  E—Region 8: AK, ID, OR, WA
  E—Region 9: CO, KS, MT, NE, ND, SD, WY
Taking the Pulse…
Which statement best describes your state?

• Go to http://www.socrative.com. Click on Student Login.
• Our room number is 892680.

A—We have implemented performance-based evaluation, and librarians have separate standards.
B—We have implemented performance-based evaluation, and librarians use teacher standards.
C—We have implemented performance-based evaluation, but librarians are not evaluated.
D—We are in the process of implementing performance-based evaluation.
E—I have no idea what you are talking about!
Agenda

I. Overview of performance-based evaluation in K-12 environment

II. Discussion of how librarians are classified in various states

III. Examination of required performance data in various states


V. Hands-on activities along the way 😊
Surveying the Landscape: Status

- 11 states and DCPS mandate a statewide teacher-evaluation system; 10 states offer an evaluation from which districts can opt-out; 27 states offer guidelines.
- 35 states and DCPS require that student achievement be a significant factor in teacher evaluations.
- 27 states and DCPS require teacher ratings to be based on multiple measures; 41 states require or recommend.
- 44 states and DCPS require classroom observations to be incorporated into teacher evaluations.

Surveying the Landscape: Consequences

- 19 states and DCPS require that teacher evaluation results be used to inform and shape professional development.
- 25 states and DCPS require that teachers with poor evaluations be placed on an improvement plan.
- 5 states and DCPS directly tie teacher compensation to teacher evaluation results; 10 additional states support some performance pay initiatives.

Various Names

- Annual Professional Performance Review: APPR (New York)
- Educator Evaluation System (Rhode Island)
- Educator’s Effectiveness System (Pennsylvania)
- Evaluating Effective Educators (Missouri)
- IMPACT: Effectiveness Assessment System (DC)
- Performance Appraisal System (Delaware)
- Professional Growth and Effectiveness System (Kentucky)
Overview of Performance-Based Evaluation in K-12: Commonalities

- Rating scales/rubrics—typically four levels
  - Example: Delaware—Unsatisfactory, Basic, Proficient, Distinguished
  - Example: DC—Level 1 (Lowest), Level 2, Level 3, Level 4 (Highest)
  - Example: Missouri—New, Developing, Proficient, Distinguished
  - Example: New Jersey—Highly Effective, Effective, Partially Effective, Ineffective
  - Example: Pennsylvania—Distinguished, Proficient, Needs improvement, Failing

- Multiple measures
  - Artifacts; Observations; Surveys; Student Academic Performance

- Summative evaluation
Overview of Performance-Based Evaluation in K-12: Differences

• State, district, or local
• Frequency of evaluation
• Internal or external evaluators
• Student academic growth
  • How it is defined (VAM, SGP, SLO)
  • How it is weighted
• Specialized criteria and evaluation form—teacher or librarian?

Librarian Classification in Various States

- Delaware—"Specialists"
- District of Columbia—Library Media Specialists (Group 9)
- Missouri—Librarians
- New Jersey—Educational Services Specialists
- Pennsylvania—"Teaching Professional Employees with Unique Roles and Functions"
- Rhode Island—"Support Professionals"
- Virginia—Teacher? Educational Specialist?
Common Model
(as depicted by Achieve NJ)

Recommendation: Multiple Measures

Though the Department is providing wide latitude to districts in this area of evaluation, we offer one approach to districts that mirrors the evaluation of classroom teachers in its use of multiple measures of performance. These measures would include components of both professional practice and growth objectives as depicted below:

- **Practice Score**: Performance on a practice instrument or existing set of evaluation criteria
- **Growth Objectives**: Individual sets growth objective in conjunction with immediate supervisor/principal
- **Summative Rating**: Overall eval. score that combines measures of practice and achievement of growth objectives

Retrieved from [http://www.state.nj.us/education/AchieveNJ/intro/SpecialistsandOthersOverview.pdf](http://www.state.nj.us/education/AchieveNJ/intro/SpecialistsandOthersOverview.pdf)
## Delaware Appraisal Components

<table>
<thead>
<tr>
<th>Component 1:</th>
<th>Planning and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component 2:</td>
<td>Professional Practice and Delivery of Service</td>
</tr>
<tr>
<td>Component 3:</td>
<td>Professional Consultation and Collaboration</td>
</tr>
<tr>
<td>Component 4:</td>
<td>Professional Responsibilities</td>
</tr>
<tr>
<td>Component 5:</td>
<td>Student Improvement</td>
</tr>
</tbody>
</table>
## II. DPAS II and the Delaware Framework for Specialists

### Component 1: Planning and Preparation

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>UNSATISFACTORY</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a. Designing Coherent Programs or Services Aligned with State and National Standards</strong></td>
<td>The program is not aligned to state/national standards and/or resources; activities are inappropriate in nature for the group being served.</td>
<td>The program is partially aligned to state/national standards and/or the activities partially support the needs of the clients being served.</td>
<td>The program is aligned to state/national standards, and the activities are appropriate for those being served.</td>
<td>The program is aligned to state/national standards and the activities are appropriate for those being served and are shared with a variety of members of the community, as applicable.</td>
</tr>
<tr>
<td><strong>1b. Demonstrating Knowledge of Best Practice and/or Models of Delivery</strong></td>
<td>Little or no knowledge of best practices and/or models of delivery are identified and/or they are inappropriate for the group being served or the setting in which it is implemented.</td>
<td>There is partial knowledge of best practices and/or models of services indicated in the plan that will meet the needs of most of those being served.</td>
<td>Solid knowledge of best practices and/or models of delivery of services are indicated in the plan and the selected practices are appropriate to those being served.</td>
<td>There is a deep knowledge of the practices/models of delivery indicated in the plan which are appropriate to those being served and extend into applications in the school community beyond the school.</td>
</tr>
<tr>
<td><strong>1c. Demonstrating Knowledge of Students and/or Clients</strong></td>
<td>Little to no knowledge of the developmental, learning, social, and cultural needs of the students or clients is demonstrated in the plan with no specific means of addressing the elements.</td>
<td>There is partial knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan with each element partially being addressed.</td>
<td>There is a solid knowledge of the developmental, learning, social, and cultural needs of the students or clients demonstrated in the plan to include at least one specified means of addressing each noted in the plan.</td>
<td>There is a deep knowledge of the developmental, learning, social, and cultural needs of the students or clients with a variety of ways to address each noted in the plan.</td>
</tr>
<tr>
<td><strong>1d. Demonstrating Knowledge of Resources</strong></td>
<td>Little to no knowledge of how to select and/or access resources to support the program and understanding of the program are demonstrated.</td>
<td>There is partial knowledge of how to select and/or access the resources and an emerging understanding of how the resources support the needs of the program.</td>
<td>There is a solid knowledge of the resources available and an understanding of how to access them and they are used to extend knowledge of the program at the building level.</td>
<td>There is a deep knowledge of the resources available and an understanding of how to access them within the school community and beyond and they are used to extend the knowledge of the program beyond the school setting.</td>
</tr>
</tbody>
</table>
## District of Columbia

- LMS Standards (90% of score)
- Commitment to School Community (10% of score)

<table>
<thead>
<tr>
<th>Library Media Specialist Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LMS 1</td>
<td>Instruction</td>
</tr>
<tr>
<td>LMS 2</td>
<td>Information Resources</td>
</tr>
<tr>
<td>LMS 3</td>
<td>Reading Advocacy</td>
</tr>
<tr>
<td>LMS 4</td>
<td>Library Environment</td>
</tr>
<tr>
<td>LMS 5</td>
<td>Program Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Commitment to the School Community</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 1</td>
<td>Support of the Local School Initiatives</td>
</tr>
<tr>
<td>CSC 2</td>
<td>Support Special Education and ELL Programs</td>
</tr>
<tr>
<td>CSC 3</td>
<td>High Expectations</td>
</tr>
</tbody>
</table>
## LMS 1: INSTRUCTION

**Level 4 (Highest)**

Library media specialist meets Level 3 expectations AND extends impact by differentiating to ensure that her/his instruction is accessible and challenging to all students.

**Level 3**

Library media specialist consistently engages all students, in an effective manner, in meaningful and rigorous academic work.

## LMS 2: INFORMATION RESOURCES

**Level 2**

Library media specialist sometimes provides meaningful guidance to her/his colleagues on how to effectively and appropriately use a broad array of informational resources (for example, text, audio, video, graphics, databases, websites, blogs) in daily lessons.

**Level 1 (Lowest)**

Library media specialist rarely or never provides meaningful guidance to her/his colleagues on how to effectively and appropriately use a broad array of informational resources (for example, text, audio, video, graphics, databases, websites, blogs) in daily lessons.

Library media specialist sometimes develops and implements high-quality programs that encourage students to read and that enhance literacy instruction across all grades and subjects.

Library media specialist rarely or never develops and implements high-quality programs that encourage students to read and that enhance literacy instruction across all grades and subjects.

<table>
<thead>
<tr>
<th>Standard 1</th>
<th>Teaching for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2</td>
<td>Reading and Literacy</td>
</tr>
<tr>
<td>Standard 3</td>
<td>Information and Knowledge</td>
</tr>
<tr>
<td>Standard 4</td>
<td>Leadership and Advocacy</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Program Management and Administration</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Technology Integration</td>
</tr>
<tr>
<td>Standard 7</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>
Missouri Standards for School Librarians

Standard #3 Information and Knowledge:

Provides access to information for students, teachers, staff, and administrators to satisfy all learning needs. Teaches information literacy skills to build proficiency for student-driven research and individual creation of knowledge through critical thinking. Promotes equitable access to resources in a variety of formats and services for a variety of needs.

<table>
<thead>
<tr>
<th>Standard 3 --- Quality Indicator 1: Access to Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate P-12 School Librarian:</strong></td>
</tr>
<tr>
<td>3C1) The school librarian candidate articulates the importance of access to library materials in print and electronic formats. (SEE ALSO 5.2)</td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>Domain I: Planning and Preparation</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td>I-A-1. Are you following a standards-based framework that includes literature, information literacy and information technology?</td>
</tr>
<tr>
<td>I-A-2. Are you remaining current in professional literature? <em>(C-4-E)</em></td>
</tr>
<tr>
<td>I-B-1. Are you routinely conducting a needs assessment to ensure that you are reaching all students at all levels?</td>
</tr>
<tr>
<td>I-C-1. Are you focusing on what students will learn rather than what they will do?</td>
</tr>
<tr>
<td>I-D-1. Are you using appropriate print and digital resources for library management, professional development, and student interest/needs?</td>
</tr>
<tr>
<td>Standard</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Standard 1</td>
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<tr>
<td>Standard 2</td>
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<td>Standard 3</td>
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<tr>
<td>Standard 5</td>
</tr>
<tr>
<td>Standard 6</td>
</tr>
<tr>
<td>Standard 7</td>
</tr>
</tbody>
</table>
**Performance Standard 3: Instructional Delivery**

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

**Sample Performance Indicators**

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

3.1 Engages and maintains students in active learning.
3.2 Builds upon students’ existing knowledge and skills.
3.3 Differentiates instruction to meet the students’ needs.
3.4 Reinforces learning goals consistently throughout the lesson.
3.5 Uses a variety of effective instructional strategies and resources.
3.6 Uses instructional technology to enhance student learning.
3.7 Communicates clearly and checks for understanding.

<table>
<thead>
<tr>
<th>Exemplary*</th>
<th>Proficient</th>
<th>Developing/Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
| In addition to meeting the standard, the teacher optimizes students’ opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills. | **Proficient**  
*Proficient is the expected level of performance.*  
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. | The teacher inconsistently uses instructional strategies that meet individual learning needs. | The teacher’s instruction inadequately addresses students’ learning needs. |

*Teachers who are exemplary often serve as role models and/or teacher leaders.*
Empowering Learners: Guidelines for School Library Programs (AASL, 2009)

- Teaching for Learning
  - Building Collaborative Partnerships
  - Role of Reading
  - Addressing Multiple Literacies
  - Effective Practices for Inquiry
  - Assessment in Teaching for Learning

- Building the Learning Environment
  - Planning and Evaluating
  - Staffing
  - Learning Space
  - Budget
  - Policies
  - Collection and Information Access
  - Outreach
  - Professional Development

- Empowering Learners through Leadership
  - Leadership and Best Practices
Alignment of State Standards to *Empowering Learners: Example 1—Missouri*

- Teaching for Learning
- Reading and Literacy
- Information and Knowledge
- Leadership and Advocacy
- Program Management and Administration
- Technology Integration
- Professional Development
- Teaching for Learning
  - Building Collaborative Partnerships
  - Role of Reading
  - Addressing Multiple Literacies
  - Effective Practices for Inquiry
  - Assessment in Teaching for Learning
- Building the Learning Environment
  - Planning and Evaluating
  - Staffing
  - Learning Space
  - Budget
  - Policies
  - Collection and Information Access
  - Outreach
  - Professional Development
- Empowering Learners through Leadership
  - Leadership and Best Practices
Alignment of State Standards to *Empowering Learners: Example 2—Pennsylvania*

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

- Teaching for Learning
  - Building Collaborative Partnerships
  - Role of Reading
  - Addressing Multiple Literacies
  - Effective Practices for Inquiry
  - Assessment in Teaching for Learning

- Building the Learning Environment
  - Planning and Evaluating
  - Staffing
  - Learning Space
  - Budget
  - Policies
  - Collection and Information Access
  - Outreach
  - Professional Development

- Empowering Learners through Leadership
  - Leadership and Best Practices
Alignment of State Standards to *Empowering Learners: Example 3—Virginia*

- Professional Knowledge
- Instructional Planning
- Instructional Delivery
- Assessment of and for Student Learning
- Learning Environment
- Professionalism
- Student Academic Progress
- Teaching for Learning
  - Building Collaborative Partnerships
  - Role of Reading
  - Addressing Multiple Literacies
  - Effective Practices for Inquiry
  - Assessment in Teaching for Learning
- Building the Learning Environment
  - Planning and Evaluating
  - Staffing
  - Learning Space
  - Budget
  - Policies
  - Collection and Information Access
  - Outreach
  - Professional Development
- Empowering Learners through Leadership
  - Leadership and Best Practices
NOW IT IS YOUR TURN...
Data Collection Tools

- A 21st Century Approach to School Librarian Evaluation
  - For each guideline,
    - Take Action Tips
    - Suggested Readings
  - Appendix A
    - School Librarian Evaluation Rubric
  - Appendix C
    - Evidence of Accomplishment
Data Collection Tools

A Planning Guide for Empowering Learners with School Library Program Assessment Rubric
Data Collection Tools

AASL’s L4L Sample School Librarian Performance and Evaluation System

NOW IT IS YOUR TURN…
Figure 4.5: *Student Achievement Goal Setting Process*²⁰

- **Step 1:** Determine Needs
- **Step 2:** Create specific learning goals based on pre-assessment
- **Step 3:** Create and implement teaching and learning strategies
- **Step 4:** Monitor student academic progress through ongoing formative assessment
- **Step 5:** Determine student achievement goal attainment

5. Ask the Questions an Evaluator Might Ask

Use the same questions that your evaluator might ask to double check your thinking.

Priority of Content
- Is the objective statement focused on the right content and skills?
- Is the objective statement the appropriate scope/grade-size?
- Is the objective statement aligned to state and/or national standards?
- Is this objective statement aligned to school and/or district level priorities (where applicable)?

Quality of Evidence
- Does the assessment measure the identified content/skills of the objective?
- Does the assessment provide the specific data needed to determine if the objective was met?
- Can the assessment be compared across classrooms and schools?

Rigor of Target
- Is the target(s) aligned with expectations for academic growth or mastery within the interval of instruction?
- What data source(s) informed the target that was set?
- Is the target(s) rigorous, yet attainable for all students?
- Will students be “on track” and/or reduce gaps in achievement if they reach the target(s)?
## SLO Example: Rhode Island

**Title** - Elementary School Library Media Student Learning Objective  

**Content Area** - Library Media  

**Grade Level** - 5  

**Students** - all 68 fifth grade students  

**Interval of Instruction** - Year

<table>
<thead>
<tr>
<th>Main Criteria</th>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question</td>
<td>What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?</td>
<td></td>
</tr>
</tbody>
</table>

| **Objective Statement** | All fifth grade students will be able to locate information from print and electronic sources, evaluate the quality of a source for a given purpose, paraphrase a source, and compile a list of sources. |

| **Rationale** | The research and citation skills identified in the objective statement are skills that students should have upon entry to middle school, where they will be expected to engage in more in-depth research papers and projects and learn to use more formal in-text citations and bibliographies. In addition, the CCSS for English Language Arts emphasize writing arguments grounded in textual evidence, so students need to be able to cite sources appropriately. The Library Media Specialist at our middle school and two ELA teachers at the middle school identified this as a skill gap that they struggle to close when students reach the middle school. This was not surprising to me as, in the past, I have typically waited for teachers to come to me with projects, through which I would teach these skills. As a result, some students have gotten quite a bit of instruction on these skills, some have gotten a little, and some none at all. This year, I am going to proactively partner with each of the three fifth grade teachers to ensure that every fifth grader graduates with these basic research and citation skills. |

| Content | AASL Standards for the 21st Century Learner |

Student Academic Growth: SMART Goals

Figure 4.6: *Acronym for Developing Goals*

<table>
<thead>
<tr>
<th>Specific:</th>
<th>The goal is focused, for example, by content area, by learners’ needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable:</td>
<td>An appropriate instrument/measure is selected to assess the goal.</td>
</tr>
<tr>
<td>Appropriate:</td>
<td>The goal is within the teacher’s control to effect change.</td>
</tr>
<tr>
<td>Realistic:</td>
<td>The goal is feasible for the teacher.</td>
</tr>
<tr>
<td>Time limited:</td>
<td>The goal is contained within a single school year.</td>
</tr>
</tbody>
</table>

Retrieved from
“During the 2012-2013 school year, 100% of fifth grade students will demonstrate measurable progress in familiarity and understanding of reference materials and 80% will achieve 70% or better on the post-assessment. Students who score 100% on the pre-assessment will choose a topic, use reference materials to find information about the topic, and present to the class their findings.”
Practical Implications for Student Achievement Goals

• REAL PROBLEMS WITH WHICH STUDENTS STRUGGLE:
  • Reading and comprehending complex informational texts, not just literary works
  • Synthesizing information from multiple informational and technical sources
  • Drawing conclusions based on evidence from these sources
  • Defining a researchable problem
  • Evaluating the credibility and validity of data from a variety of sources
  • Producing analyses that marshal evidence in support of clear purpose statements and related claims

Harada & Yoshina, p. 7.
DOCUMENTING THE EVIDENCE…
E-Portfolios

• Why go electronic?
  • Comparison and WOW factor!

• Free resources
  • Yola, Google sites, Wordpress, Weebly, Wikispaces, LiveBinder, etc.

• Design basics

• Final tips
  • Experiment.
  • Use good Web development techniques.
  • Plan design with end-user in mind.

“The new state evaluation program – AchieveNJ – is designed to
• recognize those who excel,
• identify those who need additional support, and
• provide meaningful feedback and professional development to help every educational professional grow in their position.”

Retrieved from
http://www.state.nj.us/education/AchieveNJ/intro/SpecialistsandOthersOverview.pdf
“Evaluation is the vehicle to help us arrive at where we want to go. Effectiveness is the goal.”

Dr. James H. Stronge
Heritage Professor of Educational Policy, Planning, and Leadership
College of William and Mary
VDOE Project Consultant
February 24, 2012—VDOE/VASS Workshop, Richmond, VA
References


For Further Information…


Contact Information

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