



Performance-Based Evaluation and School Librarians

[Audrey P. Church](#), PhD, Professor, Longwood University, Department of Education and Special Education, 201 High Street, Hull 232, Farmville, VA 23909, Phone: 434-395-2682

Abstract

Evaluation of instructional personnel is standard procedure in our Pre-K–12 public schools, and its purpose is to document educator effectiveness. With Race to the Top and No Child Left Behind waivers, states are required to implement performance-based evaluations that demonstrate student academic progress. This three-year study describes the implementation of performance-based evaluations for school librarians in Virginia. Participants completed an online survey at the end of the 2011–2012, 2012–2013, and 2013–2014 school years. Findings indicate that the majority of participants were evaluated using teacher-performance standards and that the majority write teaching goals as opposed to program goals. Further research should be conducted to describe the implementation process in other states, to compare performance-based evaluation of school librarians from state to state, and to explore the use of student performance data that is collected to demonstrate academic progress to also provide local evidence of the school librarian’s impact on student learning.

Introduction

Background and Purpose

Evaluation of instructional personnel is standard procedure in our schools. Administrators evaluate educators to determine those educators’ effectiveness. However, with the advent of Race to the Top and state-requested waivers from various requirements of the No Child Left Behind Act, states have been required “to develop and implement new educator-evaluation systems to help identify effective teachers, as well as those who can benefit from additional supports to improve their instructional practice” (Pennington 2014, 1). Virginia is no exception. As noted in the June 29, 2012, Virginia Department of Education press release, “school divisions must implement the performance and evaluation standards for teachers and principals approved last year by the Board of Education. The standards require that 40 percent of a teacher’s or principal’s evaluation be based on student academic progress” (Virginia Dept. of Ed. 2012a).

Virginia has a history of performance standards for teachers; the previous version was adopted in May 2008 (Virginia Dept. of Ed. 2008). The new *Guidelines for Uniform Performance*

Standards and Evaluation Criteria for Teachers and the *Virginia Standards for the Professional Practice of Teachers* were approved by the Virginia Board of Education on April 28, 2011, effective July 1, 2012 (Virginia Dept. of Ed. 2012b). With the implementation of the new standards and guidelines in 2012, the *Code of Virginia* required “regular observation and evidence that instruction is aligned with the school’s curriculum” and that “school boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, student academic progress...” (Virginia Dept. of Ed., 2011, 4). In Virginia school librarians are classified as instructional personnel, and staffing is mandated in the state’s *Standards of Quality* as follows: “Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students” (Virginia Dept. of Ed. 2014).

Virginia has 132 school divisions. The new guidelines and standards mandate regular observations and demonstration of student academic progress, but implementation of the performance-based evaluation is left to local school divisions. School divisions may use the seven official teacher-performance standards, which consist of Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, Professionalism, and Student Academic Progress. These standards were developed by the Virginia Teacher Evaluation Work Group, Project Consultants Dr. James H. Stronge and Dr. Terry Dozier, the Project Facilitator—Center for Innovative Technology, and Virginia Department of Education staff (Virginia Dept. of Ed. 2011). Alternatively, school divisions are permitted to use educational specialist standards: Knowledge of the Learning Community, Program Planning and Management, Assessment, Program Services, Communication and Collaboration, Professionalism, and Learner/Program Progress, which are based on the *Handbook on Educational Specialist Evaluation: Assessing and Improving Performance* (Stronge and Tucker 2003) and further developed by James H. Stronge as project consultant with various Virginia school divisions (Stronge 2011).

The state provides no guidance as to which set of performance standards should be used. The purpose of this three-year study was to describe the implementation of state-mandated performance-based evaluation for Virginia’s Pre-K–12 public school librarians.

Review of Literature

As noted previously, educators undergo regular performance evaluation. School librarians are both teachers and librarians, and this dual role brings evaluation challenges. Noting that school librarians were typically evaluated using teacher evaluation forms, Marilyn L. Shontz (1986) studied librarian evaluation, exploring performance appraisal by objectives that specifically addressed the school librarian’s duties. She found that administrators were more likely to assess school librarians using performance-based appraisal objectives if policy in their school district required it, if they had a library director or supervisor in their district, if they themselves had a background in library services, or if they had attended in-services or workshops focused on performance-based appraisal by objectives.

In 1991 Isabel Schon, Gerald C. Helmstadter, and Dan Robinson surveyed Arizona principals and school librarians to determine if the two groups agreed on the importance of the competencies required in six major library professional areas (professional matters, library

materials, management, human behavior, planning and evaluation, and learning). Findings demonstrated a high level of agreement in all six areas, leading Schon and her colleagues to suggest that school librarians should feel encouraged that principals understood their work and supported their goals.

Donna M. Shannon surveyed South Carolina principals in 2009 to determine, first, what skills and competencies they felt were most important for school librarians to possess and, secondly, how satisfied they were with their librarians' performance. Over 90 percent of the principals responding rated "collaboration, collection-building, and encouragement of reading, viewing, and listening" as "very important" (Shannon 2009, 9). Based on mean scores for the nineteen competencies that Shannon presented, principals considered all to be "important" or "very important." Over 82 percent of the principals responding indicated that they were "very satisfied" or "satisfied" with the job performance of their librarian.

Findings from other studies, however, seem to indicate that principals, the most frequent evaluators of school librarians' performance, may not have a solid grasp of the full scope of what school librarianship involves. Patricia J. Wilson and Martha Blake (1993) surveyed 1,000 principals and 1,000 school librarians to determine principals' knowledge of library programs. Ninety percent of the 572 librarians who responded felt that principals were not knowledgeable about library programs. Of the 423 principals who responded, 68 percent agreed. Over 75 percent of NCATE-accredited graduate principal-preparation programs surveyed by Patricia Potter Wilson and Angus J. McNeil in 1998 reported that they did not include information about school libraries and school librarians in their coursework.

Betty Marcoux (2005) reported on a survey of K–12 principals in the state of Washington to identify their perceptions of responsibilities of various roles of their school librarians. In the areas of information specialist, information manager, and instructional partner, principals rated highly integration of instructional technologies, management of the library collection, and teaching, but principals failed to connect these responsibilities to curriculum development and integration and to evaluation and student achievement.

In the context of *Empowering Learners: Guidelines for School Library Programs* (AASL 2009b), Angela Powers Smith explored perceptions of elementary educators in Virginia (administrators, lead teachers, and school librarians) regarding the roles of school librarians as teachers, instructional partners, information specialists, instructional leaders, and program administrators, and whether support for the fulfillment of these roles existed. She determined that conflicting role expectations existed among administrators, teachers, and librarians but found acceptance of the changing role of the school librarian. Smith found that, while administrators and teachers support the leadership role of the librarian, practicing librarians often did not embrace their leadership role. She hypothesized that "practicing school librarians may find it difficult to fulfill the leadership expectations put forth by the AASL's (2009) guidelines, when their evaluation is dependent upon other factors" (2013, 139).

In *Enhancing Professional Practice: A Framework for Teaching*, Charlotte Danielson (2007) provided a framework for evaluating librarians within her four domains of teaching responsibility: Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities. She described twenty-one key components across the domains. Various states and school districts have adopted the Danielson model as the evaluation framework for school librarians, among them Kentucky (Danielson 2014), Ohio (Ohio Educational 2014), and Chicago Public Schools (Chicago 2015). Other states such as New York (Librarian n.d.), North Carolina

(Public Schools of NC 2013), and Tennessee (Tennessee Dept. of Ed. n.d.) have developed their own evaluation frameworks.

As part of the L4L (Learning for Life) initiative of the American Association of School Librarians, the Londonderry (NH) School District shared the “Sample School Librarian Performance and Evaluation System,” which the district had developed based on Danielson’s work (AASL 2009a). In this evaluation framework, school librarians are evaluated under the domains of Planning and Preparation, Library Environment, Instruction, and Professional Responsibilities. Each domain consists of multiple components with descriptive elements and, for each component, a description of performance at distinguished, exemplary, basic, and unsatisfactory levels.

In 2012 the American Association of School Librarians published *A 21st-Century Approach to School Librarian Evaluation*, “a school librarian evaluation workbook and rubric...designed to guide you through the annual professional evaluation process facing every school librarian” (AASL 2012, 3). Based on *Empowering Learners: Guidelines for School Library Programs* (AASL 2009b), the evaluation rubric provides performance descriptions at the exemplary, mastery, developing, and foundational levels for each guideline. Librarians are permitted to adapt the rubric to fit their personal professional needs and their school district’s guidelines and requirements.

See table 1 for a comparison of evaluation components from AASL’s *A 21st-Century Approach to School Librarian Evaluation* (2012), Danielson’s *Framework for Library/Media Specialists* (2007), and Stronge’s *Educational Specialist Standards* (2011).

Table 1. Comparison of evaluation components from three evaluation models.

AASL’s <i>A 21st-Century Approach to School Librarian Evaluation</i> (2012)	Danielson’s <i>Framework for Library/Media Specialists</i> (2007)	Stronge’s <i>Educational Specialist Performance Standards</i> (2011)
Teaching for Learning		
1.1 Building Collaborative Partnerships	3b: Collaborate with teachers	4 Elaborates and supports classroom curriculum with extension activities 5 Communicate and collaborate effectively
1.2 Role of Reading	1a: Knowledge of literature 2b: Establish culture for love of literature 3c: Engage in love of literature	
1.3 Addressing Multiple Literacies	1a: Knowledge of current trends in technology 3d: Assist with use of technology	

1.4 Effective Practices for Inquiry	2b: Establish culture for investigation 3c: Engage in information skills	
1.5 Assessment in Teaching for Learning		3 Assessment 7 Learner/Program Progress
Building the Learning Environment		
2.1 Planning and Evaluating	1c: Establishing program goals 1e: Plan program integrated with school 1f: Develop plan to evaluate program	
2.2 Staffing		
2.3 Learning Space	2e: Organize physical space	
2.4 Budget	4b: Prepare budgets	2 Administers the library and media budget
2.5 Policies	2c: Establish library procedures	4 Implements policies related to curriculum, scheduling, and preservation of materials
2.6 Collection and Information Access	1b: Knowledge of school's program and student information needs 1d: Knowledge of resources 3a: Maintain and extend collection	2 Follow procedures for selecting, acquiring, and cataloging materials
2.7 Outreach	4c: Communicate with larger community	5 Communicate and collaborate effectively
2.8 Professional Development	4d: Participate in professional community 4e: Engage in professional development	6 Participate in professional growth activities 6 Mentor, train, and/or support colleagues in profession growth activities
Empowering Learning through Leadership		
3.1 Leadership and Best Practices		

In a recent study Aaron J. Elkins reported that “half of Florida’s school districts are using instruments designed for instructional personnel or support staff to assess school librarians’ performance, instead of differentiated evaluations designed specifically for school librarians (2014, x).” Findings highlighted a lack of alignment among guidelines from *Empowering Learners*, librarians’ job descriptions, and personnel evaluations, and Elkins suggested that this disconnect should be studied further to explore its potential impact on librarians’ job performance.

As instructional personnel, school librarians are evaluated on a regular basis, most often by their building-level administrators. Principals may or may not be knowledgeable regarding the roles and duties of a 21st-century school librarian. The evaluation framework used may be based on Danielson’s work or Stronge’s work, or it may have been created by the state to align with teacher-performance standards. Additionally, the evaluation format used may be librarian-specific or it may be a generic classroom-teacher format. The purpose of this three-year study was to describe the implementation of state-mandated performance-based evaluation for Virginia’s Pre-K–12 public school librarians.

Methodology

Phase 1: End of 2011–2012 School Year

In Phase 1 of the study, anticipating the mandated July 1, 2012, implementation of the new teacher-performance standards, I conducted a survey of Virginia Pre-K–12 public school librarians to answer the following two research questions:

Phase 1, RQ 1: What do practicing Virginia school librarians know about the new standards and performance-based evaluation?

Phase 1, RQ 2: How will Virginia school librarians be evaluated?

On May 31, 2012, I distributed a seven-question survey to the 1,425 Virginia Pre-K–12 public school librarians for whom I had e-mail addresses. (See Appendix A for the e-mail message and Appendix B for the survey.) The Virginia Department of Education does not maintain a database of e-mail addresses for public school personnel; therefore, librarians’ e-mail addresses were acquired by visiting school division and, in some cases, individual school webpages. To maximize participation and with apologies for duplication, I also posted the survey link to the VAASL List, the listserv for members of the Virginia Association of School Librarians.

The first four questions on the survey requested information regarding participation during the 2011–2012 academic year in meetings or workshops regarding the new standards, perceived level of readiness for implementation, knowledge of classification for evaluation, and plans for documenting student academic progress. Two questions on the survey gathered demographic information. The final open-ended question gave participants the opportunity to share additional information regarding the new standards and guidelines. On June 11, 2012, I sent a follow-up e-mail requesting participation. A total of 596 responses were received.

Results of the survey were presented at the September 2012 Virginia Educational Research Association (VERA) Conference in a session titled “Embracing the Opportunity! Performance-Based Evaluation and the School Librarian.”

Phase 2: End of 2012–2013 School Year

In Phase 2 of the study, which took place in June 2013 at the conclusion of the 2012–2013 school year, I surveyed Virginia Pre-K–12 school librarians to answer the following three research questions:

Phase 2, RQ 1: What is the status of implementation of performance-based evaluation of librarians in Virginia’s public schools?

Phase 2, RQ 2: What, if any, modifications to the state’s performance standards were used?

Phase 2, RQ 3: How are school librarians in Virginia documenting their performance?

On June 4, 2013, I distributed a twenty-question survey to the 1,779 Virginia Pre-K–12 public school librarians for whom e-mail addresses had been gleaned from webpages. (See Appendix C for the e-mail message and Appendix D for the survey.) Again with apologies for duplication, I also posted the survey link to the VAASL List.

The first survey question asked if the participant had been evaluated during the 2012–2013 school year using Virginia’s new performance-based standards. If the response was “no,” a follow-up question asked why and then directed the participant to the final two questions on the survey, which gathered demographic data. If the response to the first survey question was “yes,” the participant was then asked to respond to various questions regarding the type of performance standards used (teacher or educational specialist), the writing of SMART (Specific, Measurable, Achievable, Realistic, Time-Limited) goals, observation by an administrator, the type of performance documentation prepared, occurrence of a summative evaluation, and demographic information. (Observation by an administrator and demonstration of student academic progress are required by the *Code of Virginia*. SMART goals are suggested in Virginia’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* as a method for demonstrating student academic progress.) On June 19, 2013, I sent a follow-up e-mail requesting participation. A total of 450 responses were received.

Results of the survey were shared at the September 2013 VERA Conference in a session titled “What’s Being Done with the “Specials”?: Performance-Based Evaluation and the Virginia School Librarian—One Year In!” At the November 2013 VAASL Conference, results from the first two surveys were shared in a concurrent session titled “2013 Update: Performance-Based Evaluation and Virginia School Librarians.”

Phase 3: End of 2013–2014 School Year

In Phase 3 of the study, which took place in June 2014 at the conclusion of the 2013–2014 school year, I surveyed Virginia Pre-K–12 school librarians to answer the following research questions:

Phase 3, RQ1: What standards and techniques are being utilized to evaluate librarians in Virginia’s public schools?

Phase 3, RQ2: How are school librarians in Virginia documenting performance?

On May 23, 2014, I distributed a nine-question survey to the 1,946 Virginia Pre-K–12 public school librarians for whom e-mail addresses had been gleaned from webpages (see Appendix E for the e-mail message and Appendix F for the survey) and also posted the survey link to the

VAASL List. The first four questions on the survey asked participants whether or not they were evaluated during the 2013–2014 academic year and what types of standards were used, what type of observation was used for their evaluation, what type of documentation was used to demonstrate performance, and how student academic progress was documented. The remaining survey questions gathered demographic data. On June 2, 2014, I sent a follow-up e-mail requesting participation; a total of 454 responses were received.

Findings

Phase 1: End of 2011–2012 School Year

Participants' Demographics

Of the 564 participants responding to the 2012 survey who indicated the level of their school, 319 (57 percent) were elementary librarians; 245 (43 percent) were secondary librarians. As table 2 illustrates, responses were received from each of the eight regions across the state with the largest number from urban areas with larger populations, more schools, and, therefore, more school librarians.

Table 2. Phase 1 (2012) responses by Virginia region.

Region	Responses n (%)
Region 1: Central Virginia	120 (20)
Region 2: Tidewater	116 (20)
Region 3: Northern Neck	43 (7)
Region 4: Northern Virginia	145 (25)
Region 5: Valley	81 (14)
Region 6: Western Virginia	47 (8)
Region 7: Southwest	25 (4)
Region 8: Southside	15 (3)

Phase 1, RQ 1: What do practicing Virginia school librarians know about the new standards and performance-based evaluation?

Approximately two-thirds of participants indicated that they had attended meetings, workshops, or discussions regarding the new standards (65 percent, n=378), while approximately one-third (35 percent, n=205) indicated they had not. Comments elaborating on this question ranged from “Just what we’ve been told in faculty meetings, which isn’t much” to “One librarian in our county was sent to represent us all and to share our input and concerns” to “We have formed a subcommittee and have been working extensively.” Only 8 percent of participants (n=48) indicated that they felt ready to implement the new guidelines and standards; 45 percent (n=266) indicated that they were somewhat ready, while 46 percent (n=271) indicated that they were not

ready at all. Comments ranged from “Been working on gathering data about the library program for two years and have several data measures to use” to “It’s hard to be ready when I don’t know how librarians will be evaluated” to “I do not know what they are.”

Phase 1, RQ 2: How will Virginia school librarians be evaluated?

Participants indicated a serious lack of knowledge in this area. While 27 percent (n=152) responded that they would be evaluated as teachers and 16 percent (n=87) responded that they would be evaluated as educational specialists, 57 percent (n=322) responded that they did not know how they would be evaluated. One participant commented, “Our county has said they will address ‘others’ such as librarians after they put into practice the teacher evaluations, makes me wonder if they understand we are teachers!” while another noted, “As a teacher so far; we have been invited to pilot a different rubric if we can produce one.” Additionally, while 18 percent (n=103) indicated they would write student achievement goals to demonstrate student academic progress and 17 percent (n=94) indicated they would write program goals, the vast majority (65 percent, n=371) noted that they were not sure how they would demonstrate student academic progress. Comments ranged from “To write Student Achievement Goals, one must be a part of the academic community. We are not considered academic” to “I will be participating in a PLC to determine this type of item” to “Hopefully both.”

The open-ended question, “Please feel free to share any additional information regarding the new guidelines and standards,” generated 163 responses, the most frequent of which clustered around three themes:

- lack of awareness regarding the new standards and feeling unprepared (30);
- concern regarding how to demonstrate student academic progress, particularly since the librarian does not work with the same students on a daily basis (23); and
- dissatisfaction regarding evaluation using teacher standards as opposed to standards specific to librarianship (18).

Phase 2: End of 2012–2013 School Year

Participants’ Demographics

Of the 450 participants responding to the June 2013 survey, 53 percent (n=229) who indicated the level of their school noted that they were elementary librarians; 47 percent (n=202) indicated they worked at the secondary level. To determine representation from across the state, I asked participants to indicate in which school division they were employed. As indicated in table 3, all eight regions of the state and 77 percent (102 of 132) of the school divisions were represented.

Table 3. Phase 2 (2013) responses by school divisions in Virginia regions.

Region	Number of Divisions Represented in the Study
Region 1: Central Virginia	11 of 14
Region 2: Tidewater	13 of 15
Region 3: Northern Neck	9 of 17

Region 4: Northern Virginia	17 of 19
Region 5: Valley	17 of 20
Region 6: Western Virginia	11 of 15
Region 7: Southwest	13 of 19
Region 8: Southside	11 of 13

Phase 2, RQ 1: What is the status of implementation of performance-based evaluation of librarians in Virginia’s public schools?

Thirty-one percent of participants (n=138) indicated that they were not evaluated using the new performance standards during the 2012–2013 school year. One hundred twenty-seven of these participants provided additional information: 102 noted that personnel in their division would be evaluated on a rotating basis; 12 indicated that their division had been granted a waiver and no one in their division was evaluated this school year; 13 indicated that no “specials” were evaluated this year. On the other hand, 69 percent of participants (n=312) indicated that they were evaluated using the new performance-based evaluation standards during 2012–2013.

Eighty-two percent of participants who were evaluated using Virginia’s new *Uniform Performance Standards and Evaluation Criteria* during the 2012–2013 school year (n=253) indicated that they were evaluated using the seven teacher-performance standards (Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, Learning Environment, Professionalism, Student Academic Progress). Thirteen percent (n=40) noted that they were evaluated using the educational specialist performance standards based on James H. Stronge’s 2011 work as project consultant with various Virginia school divisions (Knowledge of the Learning Community, Program Planning and Management, Assessment, Program Services, Communication and Collaboration, Professionalism, Learner/Program Progress), and 5 percent (n=15) were not sure.

Sixty-eight percent (n=214) reported that they were formally observed by an administrator during the 2012–2013 school year; 32 percent (n=99) were not. Sixty-nine percent (n=216) had a summative evaluation for the school year with an administrator, but 31 percent (n=96) did not.

Phase 2, RQ 2: What, if any, modifications to the state’s performance standards were used?

Seventy-four percent (n=226) of participants indicated that their school division did not modify or define the standard’s sample performance indicators to reflect library elements. Twenty-six percent (n=79) noted that indicators were modified or further defined to reflect library elements.

Phase 2, RQ 3: How are school librarians in Virginia documenting their performance?

Ninety-six percent (n=302) of participants reported that they were required to write SMART goals while only four percent (n=11) indicated they were not. When asked how many SMART goals they were required to write, the majority (62 percent, n=194) indicated one; 29 percent (n=91) indicated two; 7 percent (n=20) indicated three; 2 percent (n=5) indicated more than three.

As indicated in table 4, while approximately 30 percent of participants were allowed to write each type of goal, program or teaching, the majority of participants (59 percent, n=182) were required to write teaching goals.

Table 4. Phase 2 (2013) use of SMART goals.

Goal Type	Required n (%)	Allowed n (%)	Did Not Write n (%)
Program	48 (16)	94 (31)	164 (53)
Teaching	182 (59)	92 (30)	32 (11)

Table 5 demonstrates participants' responses regarding their teaching goals. The majority of participants (86 percent, n=249) used a pre-test/post-test format to collect student data. Sixty-seven percent (n=182) indicated that they had adequate cooperation from classroom teachers to be able to instruct and assess students to collect data, but only 40 percent (n=112) felt that they had adequate contact time with students to instruct and assess. Additionally, while 92 percent of participants (n=251) indicated that they measured student learning growth based on library information skills instruction, 8 percent (n=21) noted that they were assigned a duty outside of their normal library teaching duties for the purpose of measuring and documenting student learning.

Table 5. Phase 2 (2013) method of collecting student data and factors affecting achievement of teaching goals.

	Yes n (%)	No n (%)
Used pre-test/post-test format to collect student data	249 (86)	42 (14)
Had adequate contact time to instruct and assess	112 (40)	169 (60)
Had adequate cooperation from classroom teachers	182 (67)	89 (33)

To document performance on the standards, 14 percent (n=43) created an electronic portfolio/evaluation notebook, 58 percent (n=183) created a print portfolio/evaluation notebook, and 28 percent (n=87) indicated that they did not create a portfolio/evaluation notebook. Types of documentation presented in the portfolio/evaluation notebook included the following: student work, lesson plans, circulation data, evidence of committee work, evidence of parent involvement in library activities, evidence of professional development activities, exit tickets, library schedule, photos of library activities, evidence of collaboration with teachers, pre- and post-test data, library flyers, PLC (professional learning community) notes, evidence of training sessions and in-services attended, and printed screenshots of webpages and tutorials created.

Phase 3: End of 2013–2014 School Year

Participants' Demographics

Of the 454 participants responding to the 2014 survey who indicated the level of their school, 237 (54 percent) were elementary librarians; 202 (46 percent) were secondary librarians. As table 6 illustrates, responses were received from each of the eight regions across

the state with the largest number from urban areas with larger populations, more schools, and, therefore, more school librarians.

Table 6. Phase 3 (2014) responses by Virginia.

Region	Responses n (%)
Region 1: Central Virginia	97 (21)
Region 2: Tidewater	72 (16)
Region 3: Northern Neck	25 (6)
Region 4: Northern Virginia	137 (30)
Region 5: Valley	64 (14)
Region 6: Western Virginia	28 (6)
Region 7: Southwest	17 (4)
Region 8: Southside	14 (3)

Phase 3, RQ 1: What standards and techniques are being utilized to evaluate librarians in Virginia’s public schools?

At the end of the 2013–2014 school year, 39 percent of participants (n=176) indicated that they were evaluated using Virginia’s *Uniform Performance Standards and Evaluation Criteria for Teachers*; an additional 19 percent (n=86) indicated that they were evaluated using these standards but with special indicators for librarians. Eight percent (n=34) indicated that they were evaluated using the *Performance Standards for Educational Specialists* based on James H. Stronge’s 2011 work as project consultant with various Virginia school divisions. Ten percent (n=44) indicated that they were evaluated using a different set of evaluation criteria; 9 percent (n=40) indicated that they were not sure of the criteria used, and 15 percent (n=69) indicated that they were not evaluated during the 2013–2014 school year.

Forty percent of participants (n=181) noted that they were formally observed during the 2013–2014 school year; 24 percent (n=110), informally observed; 17 percent (n=79) experienced walk-through observations; 18 percent (n=83) indicated that they were not observed.

Phase 3, RQ 2: How are school librarians in Virginia documenting performance?

Fifty-four percent of participants (n=205) used a print portfolio to document their performance during the 2013–2014 school year; 28 percent (n=106) used specific online documentation required by their school divisions; 18 percent (n=70) used an electronic portfolio.

To document student academic progress, the majority of participants (59 percent, n=236) reported using locally created pre-test/post-test measures. Twelve percent (n=50) noted using an online assessment tool such as TRAILS (Kent State University Libraries’ Tool for Real-Time Assessment of Information Literacy Skills). Three percent (n=11) reported using standardized test scores. Twenty-six percent of participants (n=104) reported that they did not document student academic progress in the library. Comments indicated that many of those not documenting student academic progress had written program goals, measured by, for example, “teacher satisfaction with the services we provide,” “increased collaboration with the English department,” “increasing book usage (checkouts),” “collection development.”

Discussion

Phase 1: End of 2011–2012 School Year

Findings from Phase 1 of the study, conducted in May 2012 prior to implementation of the new performance standards for teachers, demonstrated that, as a whole, school librarians in Virginia did not feel prepared for this new evaluation system. They did not know how they would be evaluated; they were concerned that the teacher-performance standards did not present an accurate picture of the multi-faceted job school librarians performed, and they did not know how they would measure and document student academic progress.

Phase 2: End of 2012–2013 School Year

Findings from Phase 2 of the study, conducted in June 2013, showed that the majority of school librarians in Virginia were evaluated using the performance standards for teachers and using the state-specified teacher indicators. A major point of discussion across the state has been the teacher/instructional focus of the evaluation. Many school librarians feel that the language of the seven teacher-performance standards and the classroom-teacher focus of the indicators do not allow them to demonstrate the more library-focused aspects of their job. Only 26 percent of participants reported that indicators had been modified to reflect library tasks.

Findings from Phase 2 of the study also highlighted the different philosophies of school divisions regarding the librarian as teacher and the role of the library program in instruction. Some school divisions required student learning goals and demonstration of student academic progress; in contrast, other school divisions allowed for program goals that support student learning. For example, the library impact studies (LRS 2013) demonstrate that collaboration with classroom teachers increases student achievement. A program goal might be to increase collaboration with classroom teachers, the assumption being, then, that the end result will be increased student learning.

A third key point illustrated in the Phase 2 findings is related to instructional time. Librarians required to document student academic progress sometimes found it difficult to do so in the limited time they had to work with the students. In settings where teachers' collaboration with the school librarian and an instructionally focused library program is not the norm, librarians face the challenge of convincing teachers to "give up" classroom time so that instruction in the library can take place. (Contributing to teachers' unwillingness to give up classroom time is the increased focus on standardized test results.)

Phase 3: End of 2013–2014 School Year

Findings from Phase 3 of the study, conducted in May 2014, illustrate some interesting trends. Although the overall percentage of respondents using print portfolios to document performance is down (from 58 percent in 2013 to 54 percent in 2014), print portfolios are still the predominant method of documenting performance. The usage of electronic portfolios is up (from 14 percent in 2013 to 18 percent in 2014), and many school divisions (28 percent in 2014) are using online documentation software.

Phase 3 findings indicate that the majority of school librarians in Virginia are documenting student academic progress (74 percent); those who are not directly assessing student learning are

using program goals. To assess student learning, librarians use locally created pre-test/post-test measures, online assessment tools, and standardized test scores. Because school librarians are collecting data to document student academic progress, they have the data to show that they impact student learning. While the school library impact studies have demonstrated the correlation between strong librarians and strong library programs using state-level data (LRS 2013), building-level librarians may now have what Ross J. Todd has called for: “local evidence of practice” (2015, 12). For example, with SMART goals, such as those listed below, school librarians have data to provide local evidence of practice and to demonstrate student academic progress. SMART goal examples include the following:

- “By the end of the 2012–13 school year when given a list of reference tools and an information need, 7th-grade students in Mrs. Harper’s 1st-block class will identify the best reference resource to use to locate information needed and improve performance to a score of 80 percent or higher.”
- “Students will develop, use, and revise search strategies by accessing various sources, finding keywords, and using Boolean search terms (and, or, not) with 80 percent accuracy by end of the nine weeks as measured by TRAILS.”

This data that provides local evidence of practice can and should be used to document building-level impact on student learning.

Limitations

The Virginia Department of Education does not document the number of school librarians in Virginia nor does the Department of Education maintain databases of e-mails for division-level educational personnel; e-mail lists for the three surveys were constructed by visiting school division and, in some cases, individual school websites. Therefore, not only did all school librarians in Virginia not have the opportunity to complete the survey but also the number of e-mail addresses available over the three years varied greatly.

Also, although librarians from all eight Virginia regions responded to the surveys, in any study there is a danger of non-response bias. It is not possible to know how responses from those not responding would have differed from those who did respond. Additionally, due to the online survey method of data collection, while it was possible to create a general picture of the implementation of performance-based evaluation of school librarians in Virginia, it was not possible to capture and report specifics and details from librarians in each individual school division.

Finally, this study is limited to evaluation of Pre-K–12 librarians only in public schools and only in the state of Virginia.

Implications for Practice and for Future Research

Lessons learned from this three-year study of the implementation of state-mandated performance-based evaluation for Virginia’s Pre-K–12 public school librarians can inform the implementation process in other states. As evaluation frameworks are developed and adopted, school librarians should work to have an active voice in the process. Frameworks should align with national guidelines and best practice, and evaluations should represent the varied and complicated tasks of a school librarian’s job. Additionally, information regarding

implementation of the performance-based evaluation and relevant training should be provided to both librarians and principals.

Opportunities also exist for further research in this area. In states where teacher evaluations are used and librarian-specific performance indicators are developed by individual school divisions, studies should be conducted to compare those librarian-specific indicators from division to division. As other states institute performance-based evaluation, similar single-state implementation studies could be conducted. Comparison of performance-based evaluation systems for school librarians from state to state would also benefit the field. Finally, as a field we should capitalize on the opportunity to study the data collected to document student academic progress. Further exploration of this data could provide local evidence of school librarians' impact on student learning.

Conclusion

The purpose of performance evaluation is to document educator effectiveness. As states implement performance-based evaluation to meet the requirements of Race to the Top and No Child Left Behind waivers, school librarians must be a part of the conversation. They must work to ensure that evaluation tools and procedures allow them to accurately demonstrate what they do, and they must be poised to use the data collected to document their impact on student learning.

Works Cited

- American Association of School Librarians. 2009a. "AASL's L4L Sample School Librarian Performance and Evaluation System." <www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learning4life/resources/LMS-DANIELSON.pdf> (accessed January 15, 2015).
- . 2009b. *Empowering Learners: Guidelines for School Library Programs*. Chicago: ALA.
- . 2012. *A 21st-Century Approach to School Librarian Evaluation*. Chicago: AASL.
- Chicago Public Schools. 2015. "REACH Students: Recognizing Educators Advancing Chicago's Students: Professional Practice." <<http://cps.edu/ReachStudents/Pages/ProfessionalPractice.aspx>> (accessed June 7, 2015).
- Danielson, Charlotte. 2007. *Enhancing Professional Practice: A Framework for Teaching*, 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- . 2014. *Framework for Teaching*. <<http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>> (accessed May 25, 2015).
- Elkins, Aaron J. 2014. "What's Expected, What's Required, and What's Measured: A Comparative Qualitative Analysis of the National Professional Standards for School Librarians, and Their Job Descriptions and Performance Evaluations in Florida." PhD diss., Florida State University, College of Communication and Information. <<http://diginole.lib.fsu.edu/cgi/viewcontent.cgi?article=8199&context=etd>> (accessed May 25, 2015).
- "Librarian/School Library Media Specialist." n.d. <<http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/Docs/nyla-rubric.pdf>> (accessed March 25, 2015).
- Library Research Service. 2013. "School Libraries Impact Studies." <www.lrs.org/data-tools/school-libraries/impact-studies> (accessed January 19, 2015).
- Marcoux, Betty (Elizabeth) L. 2005. "Perceptions of the Role and Functions of the School Library Professional in K–12 Education by School Principals." In *Educational Media and Technology Yearbook, 2005 Edition, Volume Thirty*, edited by Michael Orey, V. J. McClendon, and Robert Maribe Branch, 225–235. Westport, CT: Libraries Unlimited.
- Ohio Educational Library Media Association. 2014. "Ohio School Library Media Specialist - Teacher Librarian Evaluation Rubric." <www.oelma.org/career-resources/ohio-slms-evaluation-rubric> (accessed March 25, 2015).
- Pennington, Kaitlin. 2014. *ESEA Waivers and Teacher-Evaluation Plans: State Oversight of District-Designed Teacher-Evaluation Systems*. Washington, DC: Center for American Progress. <cdn.americanprogress.org/wp-content/uploads/2014/05/TeacherEvalWaivers-FINAL.pdf> (accessed January 15, 2015).
- Public Schools of North Carolina. State Board of Education. Department of Public Instruction. 2013. *North Carolina School Library Media Coordinator Evaluation Process Users'*

- Guide. Raleigh, NC: North Carolina Dept. of Public Instruction. <<http://nnces.ncdpi.wikispaces.net/file/view/2013-09-12%20SLMC%20Eval%20Users%20Guide.pdf/516900840/2013-09-12%20SLMC%20Eval%20Users%20Guide.pdf>> (accessed March 25, 2015).
- Schon, Isabel, Gerald C. Helmstadter, and Dan Robinson. 1991. "The Role of School Library Media Specialists." *School Library Media Quarterly* 19 (4): 228–33.
- Shannon, Donna M. 2009. "Principals' Perspectives of School Librarians." *School Libraries Worldwide* 15 (2): 1–22. <http://scholarcommons.sc.edu/cgi/viewcontent.cgi?article=1010&context=libsci_facpub> (accessed May 25, 2015).
- Shontz, Marilyn L. 1986. "A Study of Middle, Junior High, and High School Administrators' Use of the Performance Appraisal by Objectives Approach in the Personnel Evaluation of School Library Media Specialists." PhD diss., Florida State University. ProQuest 8625792.
- Smith, Angela Powers. 2013. "The Leadership Potential of School Librarians." EdD diss., George Washington University, Graduate School of Education and Human Development. ProQuest 3557505. <http://media.proquest.com/media/pq/classic/doc/2955204201/fmt/ai/rep/NPDF?_s=mF56QUGix5%2BZPz5k5Ty3Fyqezvc%3D> (accessed June 8, 2015).
- Stronge, James H. 2011. *Orange County Public Schools Educational Specialist Performance Evaluation System*. <<http://ocps-internet.ocss-va.org/hr/Evaluation/Educational%20Specialist.pdf>> (accessed January 20, 2015).
- Stronge, James H., and Pamela D. Tucker. 2003. *Handbook on Educational Specialist Evaluation: Assessing and Improving Performance*. Larchmont, NY: Eye on Education.
- Tennessee Department of Education. n.d. "Library Media Specialist Rubric." <<http://team-tn.cloudapp.net/wp-content/uploads/2013/12/Library-Media-Specialist-Rubric.pdf>> (accessed March 25, 2015).
- Todd, Ross J. 2015. "Evidence-Based Practice and School Libraries: Interconnections of Evidence, Advocacy, and Actions." *Knowledge Quest* 43 (3): 8–15.
- Virginia Department of Education. 2008. *Virginia Standards for the Professional Practice of Teachers*. <www.doe.virginia.gov/teaching/regulations/prof_practice_standards.pdf> (accessed January 18, 2015).
- . 2011. *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. <www.doe.virginia.gov/teaching/performance_evaluation/guidelines_ups_eval_criteria_teachers.pdf> (accessed January 18, 2015).
- . 2012a. "NCLB Waiver Approved by US Department of Education." <www.doe.virginia.gov/news/news_releases/2012/jun29.shtml> (accessed January 15, 2015).

- . 2012b. “Performance and Evaluation: Teachers.” <www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml> (accessed January 3, 2015).
- . 2014. “2014 Standards of Quality: §§ 22.1-253.13:1 through 22.1-253.13:10 of the Code of Virginia.” <www.doe.virginia.gov/administrators/superintendents_memos/2014/183-14a.pdf> (accessed January 18, 2015).
- Wilson, Patricia J., and Martha Blake. 1993. “The Missing Piece: A School Library Media Center Component in Principal-preparation Programs.” *Record in Educational Leadership* 12 (2): 65–68.
- Wilson, Patricia Potter, and Angus J. McNeil. 1998. “In the Dark: What’s Keeping Principals from Understanding Libraries?” *School Library Journal* 44 (9): 114–16.

Appendix A: May 2012 E-Mail Text (Phase 1)

Sent: Thursday, May 31, 2012 9:46 AM

Subject: School Librarians and Virginia’s Performance-Based Teacher Evaluation System

Colleagues,

I am conducting research regarding *School Librarians and Virginia’s Performance-Based Teacher Evaluation System* and invite your participation which involves completing a Web-based survey. The survey consists of seven questions and should take approximately five minutes to complete.

Your participation is totally voluntary. You may skip questions if you wish. Completion of the survey will be considered your consent to participate. Data collected from this survey will add to the body of literature on the evaluation of school librarians and will help to inform best practice in our schools.

There are no foreseeable risks associated with this study. Your responses will be confidential. Data will be reported in aggregated form in presentations and publications.

The survey is available at <https://www.surveymonkey.com/s/PPG6DSP>

If you have any questions regarding this research, please contact Audrey Church at churchap@longwood.edu or 434-395-2682. If you have any questions about your rights as a participant in the study, please contact the Office of Academic Affairs at Longwood University at 434-395-2010.

Thank you so much for responding. I truly appreciate your time.

Sincerely,

Audrey Church

Audrey P. Church, Ph.D.
Associate Professor and Coordinator, School Library Media Program
Department of Education and Special Education

Longwood University Hull 232 Farmville, VA 23909
Voice: (434) 395-2682 Fax: (434) 395-2148
Email: churchap@longwood.edu

Educators of School Librarians (ESLS) Representative, AASL Board, 2011-2014
"Advocacy Begins With You!"

Appendix B: May 2012 Survey, “School Librarians and Virginia’s Performance-Based Teacher Evaluation” (Phase 1)

School Librarians and Virginia's Performance-Based Teacher Evaluation

School divisions in Virginia are to implement the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers and the Virginia Standards for the Professional Practice of Teachers no later than July 1, 2012. Please respond to the following questions based on your experience as a school librarian in Virginia during the 2011-2012 school year. Thanks so much!

1. During 2011-2012, did you participate in meetings, workshops, or discussions regarding the new guidelines and standards?

Yes

No

Other (please specify)

2. How ready do you feel for implementation of the new guidelines and standards?

Not ready at all

Somewhat ready

Ready

Other (please specify)

3. In the evaluation scheme, will you be considered as...?

A teacher

An educational specialist

I'm not sure

Other (please specify)

4. Thinking about Standard 7, Student Academic Progress, will you write ...?

Student Achievement Goals

Program Goals

I'm not sure

Other (please specify)

School Librarians and Virginia's Performance-Based Teacher Evaluation

5. How would you characterize your school level?

Elementary

Secondary

Other (please specify)

6. Superintendents' Regional Study Group in which your school is located (Check one)

Region 1: Charles City County, Chesterfield County, Colonial Heights City, Dinwiddie County, Goochland County, Hanover County, Henrico County, Hopewell City, New Kent County, Petersburg City, Powhatan County, Prince George County, Richmond City, Surry County, Sussex County

Region 2: Accomack County, Chesapeake City, Franklin City, Hampton City, Isle of Wight County, Newport News City, Norfolk City, Northampton County, Poquoson City, Portsmouth City, Southampton County, Suffolk City, Virginia Beach City, Williamsburg-James City County, York County

Region 3: Caroline County, Colonial Beach, Essex County, Fredericksburg City, Gloucester County, King and Queen County, King George County, King William County, Lancaster County, Mathews County, Middlesex County, Northumberland County, Richmond County, Spotsylvania County, Stafford County, West Point, Westmoreland County

Region 4: Alexandria City, Arlington County, Clarke County, Culpeper County, Fairfax City, Fairfax County, Falls Church City, Fauquier County, Frederick County, Loudoun County, Madison County, Manassas City, Manassas Park City, Orange County, Page County, Prince William County, Rappahannock County, Shenandoah County, Warren County, Winchester City

Region 5: Albemarle County, Amherst County, Augusta County, Bath County, Bedford City, Bedford County, Buena Vista City, Campbell County, Charlottesville City, Fluvanna County, Greene County, Harrisonburg City, Highland County, Lexington City, Louisa County, Lynchburg City, Nelson County, Rockbridge County, Rockingham County, Staunton City, Waynesboro City

Region 6: Alleghany County, Botetourt County, Covington City, Craig County, Danville City, Floyd County, Franklin County, Henry County, Martinsville City, Montgomery County, Patrick County, Pittsylvania County, Roanoke City, Roanoke County, Salem City

Region 7: Bland County, Bristol City, Buchanan County, Carroll County, Dickenson County, Galax City, Giles County, Grayson County, Lee County, Norton City, Pulaski County, Radford City, Russell County, Scott County, Smyth County, Tazewell County, Washington County, Wise County, Wythe County

Region 8: Amelia County, Appomattox County, Brunswick County, Buckingham County, Charlotte County, Cumberland County, Greenville County, Halifax County, Lunenburg County, Mecklenburg County, Nottoway County, Prince Edward County

7. Please feel free to share any additional information regarding the new guidelines and standards.

Appendix C: June 2013 E-Mail Text (Phase 2)

Sent: Tuesday, June 04, 2013 11:35 AM

Subject: School Librarians and Virginia's Teacher Performance-Based Evaluation System 2012-2013

Colleagues,

I am conducting research regarding *School Librarians and Virginia's Performance-Based Teacher Evaluation System* and invite your participation which involves completing a Web-based survey. The survey consists of 20 questions and should take no more than 15 minutes to complete.

Your participation is totally voluntary. You may skip questions if you wish. Completion of the survey will be considered your consent to participate. Data collected from this survey will add to the body of literature on the evaluation of school librarians and will help to inform best practice in our schools.

There are no foreseeable risks associated with this study. Your responses will be confidential. Data will be reported in aggregated form in presentations and publications.

The survey is available at <https://www.surveymonkey.com/s/LZMT5ZG>

If you have any questions regarding this research, please contact Audrey Church at churchap@longwood.edu or 434-395-2682. If you have any questions about your rights as a participant in the study, please contact the Office of Academic Affairs at Longwood University at 434-395-2010.

Thank you so much for responding. I truly appreciate your time.

Sincerely,

Audrey Church

Audrey P. Church, Ph.D.
Associate Professor and Coordinator, School Library Media Program
Department of Education and Special Education

Longwood University Hull 232 Farmville, VA 23909
Voice: (434) 395-2682 Fax: (434) 395-2148 Email: churchap@longwood.edu

Educators of School Librarians (ESLS) Representative, AASL Board, 2011-2014
"Advocacy Begins With You!"



Appendix D: June 2013 Survey, “Virginia School Librarians Performance-Based Evaluation 2013” (Phase 2)

Virginia School Librarians Performance-Based Evaluation 2013

***1. Were you evaluated for the 2012-2013 school year using Virginia's new Uniform Performance Standards and Evaluation Criteria?**

No
 Yes

2. If you answered "no" to the previous question, please select the response below that best fits your situation.

My school division will evaluate personnel on a rotating schedule (based on teacher recertification timelines, for example), and this was not my year.

No one in my school division was evaluated using these standards during 2012-2013 (for example, school division was granted a waiver and will begin to evaluate in 2013-2014).

Classroom teachers were evaluated this year, and "specials/resource teachers" will be evaluated in subsequent years.

Other (please specify)

3. If you answered "no" to question 1, please skip to question 19 of this survey.

4. If you answered "yes" to question 1, please continue the survey by answering the following questions.
Which of the following performance standards did your school division use to evaluate you?

TEACHER Performance Standards: 1–Professional Knowledge; 2–Instructional Planning; 3–Instructional Delivery; 4–Assessment of and for Student Learning; 5–Learning Environment; 6–Professionalism; 7–Student Academic Progress

EDUCATIONAL SPECIALIST Performance Standards: 1–Knowledge of the Learning Community; 2–Program Planning and Management; 3–Assessment; 4–Program Services; 5–Communication and Collaboration; 6–Professionalism; 7–Learner/Program Progress

I'm not sure

5. Did your school division modify or define the Standards' Sample Performance Indicators to reflect library elements?

Yes
 No

Virginia School Librarians Performance-Based Evaluation 2013

6. Were you required to write SMART (Specific, Measurable, Appropriate, Realistic, Time-limited) goals?

Yes

No

7. How many goals were you required to write?

None

One

Two

Three

More than three

8. If you were required to write goal(s), were you required/allowed to write a program goal?

I was required to write a program goal.

I was allowed to write a program goal.

I did not write a program goal.

9. If you were required to write goal(s), were you required/allowed to write a teaching goal?

I was required to write a teaching goal.

I was allowed to write a teaching goal.

I did not write a teaching goal.

10. If you wrote a teaching goal, did you use a pre-test/post-test format to collect student data?

Yes, I used a pre-test/post-test format.

No, I didn't use a pre-test/post-test format.

11. If you wrote a teaching goal, which best reflects your situation?

I measured student learning growth based on library information skills instruction.

I was assigned a duty outside of my normal library teaching duties (for example, tutoring) in order that I might have student data.

12. If you wrote a teaching goal, do you feel that you had adequate contact time with the students to be able to instruct and assess?

Yes

No

Virginia School Librarians Performance-Based Evaluation 2013

13. If you wrote a teaching goal, do you feel you had adequate cooperation from classroom teachers to be able to instruct and assess students?

Yes
 No

14. Please share what you feel to be your best SMART goal for the 2012-2013 year.

15. Were you formally observed by a school administrator during the 2012-2013 school year?

Yes
 No

16. Which statement best reflects your experience for 2012-2013?

I created a print portfolio/evaluation notebook.
 I created an electronic portfolio/evaluation notebook.
 I did not create a portfolio/evaluation notebook.

17. If you created a portfolio/evaluation notebook, please describe the types of documentation that you included.

18. Did you (or will you) have a summative evaluation at the end of the 2012-2013 school year?

Yes
 No

Virginia School Librarians Performance-Based Evaluation 2013

19. Which grade level best describes your school?

Elementary

Middle

PK/K-8

High

PK/K-12

Other (please specify)

Virginia School Librarians Performance-Based Evaluation 2013

20. In what school division do you work?

- Accomack County
- Albemarle County
- Alexandria
- Alleghany County
- Amelia County
- Amherst County
- Appomattox County
- Arlington County
- Augusta County
- Bath County
- Bedford
- Bedford County
- Bland County
- Botetourt County
- Bristol
- Brunswick County
- Buchanan County
- Buckingham County
- Campbell County
- Caroline County
- Carroll County
- Charles City County
- Charlotte County
- Charlottesville
- Chesapeake
- Chesterfield County
- Clarke County
- Colonial Beach
- Colonial Heights
- Covington
- Craig County

Virginia School Librarians Performance-Based Evaluation 2013

- Culpeper County
- Cumberland County
- Danville
- Dickenson County
- Dinwiddie County
- Emporia
- Fairfax
- Fairfax County
- Falls Church
- Fauquier County
- Floyd County
- Fluvanna County
- Franklin
- Franklin County
- Frederick County
- Fredericksburg
- Galax
- Giles County
- Gloucester County
- Goochland County
- Grayson County
- Greene County
- Greensville County
- Halifax County
- Hampton
- Hanover County
- Harrisonburg
- Henrico County
- Henry County
- Highland County
- Hopewell
- Isle of Wight County

Virginia School Librarians Performance-Based Evaluation 2013

- James City County
- King George County
- King William County
- King and Queen County
- Lancaster County
- Lee County
- Lexington
- Loudoun County
- Louisa County
- Lunenburg County
- Lynchburg
- Madison County
- Manassas
- Manassas Park
- Martinsville
- Mathews County
- Mecklenburg County
- Middlesex County
- Montgomery County
- Nelson County
- New Kent County
- Newport News
- Norfolk
- Northampton County
- Northumberland County
- Norton
- Nottoway County
- Orange County
- Page County
- Patrick County
- Petersburg
-

Virginia School Librarians Performance-Based Evaluation 2013

- Pittsylvania County
- Poquoson
- Portsmouth
- Powhatan County
- Prince Edward County
- Prince George County
- Prince William County
- Pulaski County
- Radford
- Richmond
- Richmond County
- Roanoke
- Roanoke County
- Rockbridge County
- Rockingham County
- Russell County
- Salem
- Scott County
- Shenandoah County
- Smyth County
- Southampton County
- Spotsylvania County
- Stafford County
- Staunton
- Suffolk
- Surry County
- Sussex County
- Tazewell County
- Virginia Beach
- Warren County
- Washington County
- Waynesboro

Virginia School Librarians Performance-Based Evaluation 2013

- West Point
- Westmoreland County
- Williamsburg-James City County
- Winchester
- Wise County
- Wythe County
- York County

Appendix E: May 2014 E-Mail Text (Phase 3)

Sent: Friday, May 23, 2014 12:20 PM

Subject: Performance-Based Evaluation and Virginia School Librarians

Colleagues,

Many of you may remember that, for the past several years, I have been conducting research regarding where we as school librarians fit in Virginia’s new performance-based evaluation system. I continue my research in Performance-Based Evaluation and Virginia School Librarians and invite your participation which involves completing a Web-based survey. The survey consists of nine questions and should take less than 10 minutes to complete.

Your participation is totally voluntary. You may skip questions if you wish. Completion of the survey will be considered your consent to participate. Data collected from this survey will add to the body of literature on the evaluation of school librarians and will help to inform best practice in our schools.

There are no foreseeable risks associated with this study. Your responses will be confidential. Data will be reported in aggregated form in presentations and publications.

The survey is available at <https://www.surveymonkey.com/s/Z2LG222>

If you have any questions regarding this research, please contact Audrey Church at churchap@longwood.edu or 434-395-2682. If you have any questions about your rights as a participant in the study, please contact the Office of Academic Affairs at Longwood University at 434-395-2010.

Thank you so much for responding. I truly appreciate your time.

Sincerely,

Audrey Church

Audrey P. Church, Ph.D.

Associate Professor and Coordinator, School Librarianship Program

Department of Education and Special Education

Longwood University Hull 232 Farmville, VA 23909

Voice: (434) 395-2682 Fax: (434) 395-2148 Email: churchap@longwood.edu

President, Virginia Educational Research Association

Educators of School Librarians (ESLS) Representative, AASL Board, 2011-2014

"Advocacy Begins With You!"

Appendix F: May 2014 Survey, “Performance-Based Evaluation 2013–2014” (Phase 3)

Performance-Based Evaluation 2013-2014

1. Were you evaluated (or will you be evaluated) for the 2013-2014 academic year...

- Yes, using Virginia's Uniform Performance Standards and Evaluation Criteria for Teachers
- Yes, using Virginia's Uniform Performance Standards and Evaluation Criteria for Teachers but with special indicators for librarians
- Yes, using the Performance Standards for Educational Specialists
- Yes, but using some other set of criteria
- Yes, but I'm not sure of the exact criteria
- No, I was not evaluated during the 2013-2014 academic year.

2. Which of the following best describes how you were observed during the 2013-2014 academic year?

- Formal observation(s)
- Informal observation(s)
- Walk-through observation(s)
- No observation(s)

3. What type of tool did you use to document your performance during the 2013-2014 academic year?

- Print portfolio
- Electronic portfolio
- Specific online documentation required by the school division

Other (please specify)

4. How did you document student academic progress in the library?

- Locally created pre-test/post-test
- Standardized test scores
- Online assessment tool such as TRAILS
- I did not document student academic progress in the library.

Other (please specify)

Performance-Based Evaluation 2013-2014

5. As of May 2014, how many total years experience do you have as a school librarian?

Less than 1

1 to 5

6 to 10

11 to 15

16 to 20

21 to 25

More than 25

6. Gender?

Female

Male

7. Current grade level?

Elementary

PK/K-8

Middle

PK/K-12

High

Other (please specify)

8. Degree held?

Master of Education, Concentration in School Libraries

Master of Library/Information Science

Graduate Endorsement in School Libraries

Bachelor's Degree in Library Science

Undergraduate Endorsement in School Libraries

Currently Enrolled in a School Librarian Preparation Program

Not Endorsed in School Libraries

Performance-Based Evaluation 2013-2014

9. Superintendent's Regional Study Group in which your school is located? (Check one)

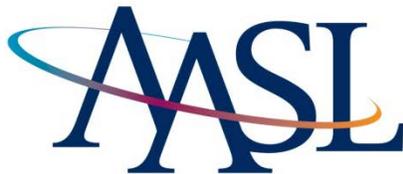
- Region 1: Charles City County, Chesterfield County, Colonial Heights City, Dinwiddie County, Goochland County, Hanover County, Henrico County, Hopewell City, New Kent County, Petersburg City, Powhatan County, Prince George County, Richmond City, Surry County, Sussex County
- Region 2: Accomack County, Chesapeake City, Franklin City, Hampton City, Isle of Wight County, Newport News City, Norfolk County, Northampton County, Poquoson City, Portsmouth City, Southampton County, Suffolk City, Virginia Beach City, Williamsburg-James City County, York County
- Region 3: Caroline County, Colonial Beach, Essex County, Fredericksburg City, Gloucester County, King and Queen County, King George County, King William County, Lancaster County, Mathews County, Middlesex County, Northumberland County, Richmond County, Spotsylvania County, Stafford County, West Point, Westmoreland County
- Region 4: Alexandria City, Arlington County, Clarke County, Culpeper County, Fairfax City, Fairfax County, Falls Church City, Fauquier County, Frederick County, Loudoun County, Madison County, Manassas City, Manassas Park City, Orange County, Page County, Prince William County, Rappahannock County, Shenandoah County, Warren County, Winchester City
- Region 5: Albemarle County, Amherst County, Augusta County, Bath County, Bedford City, Bedford County, Buena Vista City, Campbell County, Charlottesville City, Fluvanna County, Greene County, Harrisonburg City, Highland County, Lexington City, Louisa County, Lynchburg City, Nelson County, Rockbridge County, Rockingham County, Staunton City, Waynesboro City
- Region 6: Alleghany County, Botetourt County, Covington City, Craig County, Danville City, Floyd County, Franklin County, Henry County, Martinsville City, Montgomery County, Patrick County, Pittsylvania County, Roanoke City, Roanoke County, Salem City
- Region 7: Bland County, Bristol City, Buchanan County, Carroll County, Dickenson County, Galax City, Giles County, Grayson County, Lee County, Norton City, Pulaski County, Radford City, Russell County, Scott County, Smyth County, Tazewell County, Washington County, Wise County, Wythe County
- Region 8: Amelia County, Appomattox County, Brunswick County, Buckingham County, Charlotte County, Cumberland County, Greenville County, Halifax County, Lunenburg County, Mecklenburg County, Nottoway County, Prince Edward County

Cite This Article

Church, Audrey. "Performance-Based Evaluation and School Librarians." American Association of School Librarians. <<http://www.ala.org/aasl/slr/volume18/church>>



School Library Research (ISSN: 2165-1019) is an official journal of the American Association of School Librarians. It is the successor to *School Library Media Quarterly Online* and *School Library Media Research*. The purpose of *School Library Research* is to promote and publish high quality original research concerning the management, implementation, and evaluation of school library media programs. The journal will also emphasize research on instructional theory, teaching methods, and critical issues relevant to school library media. Visit the [SLR website](#) for more information.



AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS

a division of the American Library Association

The American Association of School Librarians empowers leaders to transform teaching and learning. Visit the [AASL website](#) for more information.