Media Coordinator Performance Appraisal Instrument - Revised

MATRIX OF DATA SOURCES

Strategies for interpreting observation data,
reviewing additional documents,
and obtaining additional information during a conference.

North Carolina Department of Public Instruction
Instructional Technology Division
August 2002

Matrix of Data Sources

Media Coordinator Performance Appraisal - Revised

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
MAJOR FUNCTION: Planning and Facilitating Teaching and Learning			
1.1 Assesses learning and information needs of students and staff	"Although the ultimate responsibility for the integration of information skills into the instructional program rests with media professionals, an effective instructional program relies on collaboration with teachers, administrators, students, support staff, and parents, all working together to support desired outcomes for students. This collaboration impacts teaching and learning by supporting the instructional process through planning, implementation, and evaluation. Instructional units developed through collaboration expand classroom walls to encompass the media center and resources beyond the school. In this way, students become self-directed lifelong learners, complex thinkers, quality producers, collaborative workers, and community contributors." (*IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel*, p. 7)	**Look For:** Collaboration with teachers and other staff to use diagnostic information obtained from tests and other assessment procedures to develop and revise objectives. Examples: planning notes or forms, lesson plans that incorporate diagnostic information; rubrics for collaboratively evaluating research activities and projects with teachers and/or tasks	**Interview Question:** What methods do you use to evaluate student learning in collaboration with classroom teachers?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
1.1 Assesses learning and information needs of students and staff (continued)		**Look For:** Collaboration with teachers to assess information needs of students. Examples: planning notes or forms, lesson plans that incorporate information resources that support classroom objectives **Look For:** Collaboration with teachers to assess their staff development needs in the areas of technology and curriculum. Examples: surveys to determine staff development needs **Look For:** Collaboration with teachers to assess their information needs. Examples: e-mail correspondence; planning notes or forms; reports of informal conversations	**Interview Question:** What methods do you use to determine the information needs of students? **Interview Question:** What methods do you use to determine the learning needs of faculty and staff? **Interview Question:** What methods do you use to determine the information needs of faculty and staff?
1.2 Plans and works collaboratively with teachers to use appropriate resources that address curricular needs and learning goals	"The quality and effectiveness of a media program depends on the ability of media professionals to provide equal access to resources and to deliver information in a variety of formats in order to support the diverse needs of students and teachers. For example, the most current information on a topic may be located through dynamically updated and authoritative electronic subscription information sources or on the Internet. Print resources, however, can offer information that has been researched and aggregated into a readily	**Look For:** Evidence of collaborative planning with teachers to align resources with instructional objectives. Examples: lesson plans; reports of informal and formal contacts with colleagues; teacher request forms for provision of resources for classrooms timelines; E-mail; grade-level and departmental	**Interview Question:** What strategies do you use to encourage teachers to inform and plan with you, so that the lessons you teach are integrated into the classroom instructional units and use a variety of appropriate resources to meet school and system-wide curricular goals?

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	accessible format. Media professionals have a responsibility to assist teachers in identifying and using the most appropriate format for a given learning activity." (*IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel*, p. 10)	meeting participation	
1.3 Works with the principal and school leadership team to provide flexible access to the instructional services of the school library media coordinator	"Flexible access allows any student, teacher, or staff member to access the services of the school library media coordinator when needed to support and enhance teaching and learning, thus impacting student achievement. Flexible access enables the school library media coordinator to plan with teachers and staff for instructional purposes." (*IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel*, p. 8) **Please note** that 1.3 refers to the instructional services of the school library media coordinator rather than the media center facility which is covered in 2.2.	**Look For:** Presentations and memos providing input to the school leadership team and principal in planning the school-wide schedule; documents such as media coordinator's schedule, plan book that shows opportunities for every student to use the media center; teacher request forms for provision of instructional services.	**Interview Question:** How do you ensure/advocate for flexible access to your instructional services?
1.4 Instructs students and staff in the effective use of the media center and its resources	"A learner-centered approach to instruction focuses attention on media programs as vital instructional forces that expand, support, and complement classroom learning with appropriate resources." (*IMPACT: Guidelines for Media and Technology Programs*, p. 4)	**Look For**: Lesson plans and instructional materials that demonstrate media skills instruction integrated with classroom objectives. Orientation process developed for students and teachers; media center handbook; treasure hunts; floor maps; introduction and modeling the use of new materials; promotion of the use of the most appropriate resources to accomplish specific tasks (e.g., using a book versus the Internet).	**Interview Question:** How do you provide media skills instruction that is integrated with classroom objectives? **Interview Question**: How do you orient students and teachers to the media center?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
		Look For: Formal training process for assistants and volunteers; schedule of training sessions; training manuals.	**Interview Question:** What, if any, methods do you use for training student assistants, media assistants, and volunteers? (Where applicable)
1.5 Incorporates information literacy into day-to-day instruction	Information literacy is the ability of an individual to find, evaluate, comprehend, use, and present information. It involves a variety of skills and abilities: • The ability to read and/or create visual depictions of information such as charts, diagrams, graphs, and multimedia presentations. • The ability to solve problems and present those solutions in a coherent, usable manner for others to understand and implement. • The ability to think critically, detect biases and misinformation, and comprehend the "gray areas" of information and decisions. • The ability to use information ethically, giving	Examples: plan book, meeting minutes, media center schedule and notes showing collaborative planning sessions with teachers; working copy of the NC Standard Course of Study and LEA scope and sequence; memos and email Examples: lesson or unit plans, samples of student work, bibliographies, pathfinders, WebQuests	**Interview Question**: How do you collaborate with teachers to integrate the Information Skills curriculum into other content areas and student experiences? **Interview Question**: How do you collaborate with teachers to provide activities that enable students to apply information literacy skills (i.e., locate, analyze, evaluate, and synthesize information) to complete classroom assignments?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
1.5 Incorporates information literacy into day-to-day instruction (continued)	attribution to others when appropriate. • The ability to use technology effectively, efficiently, and appropriately. • The ability to understand when to choose various formats for both information gathering and presentation. Teaching information literacy should be a major focus of the school library media coordinator's job, but it is not the SLMC 's sole responsibility to see that students are information literate. Information literacy is best taught in a collaborative environment in which media and technology professionals work with classroom teachers to design and implement projects and lessons that are relevant to classroom content and centered around a child's real-life information needs. (NCDPI)	**Look For**: Evidence of teaching strategies that address multiple learning styles. Examples: differentiated lesson plans; sites; pathfinders	**Interview Question**: How do you incorporate effective teaching strategies in day-to-day instruction?
1.6 Advocates and promotes reading and life-long learning through motivational activities	"Books and computer hardware alone do not create information-literate citizens. Print and electronic resources provide the foundation for an information-rich, technology-rich learning environment. Media programs must provide not only print and electronic resources, but they must also create an environment that promotes reading and life-long learning." (*IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel*, p. 6)	**Look For**: Motivational activities that foster reading enjoyment and lifelong learning. Examples: book talks, storytelling, visiting author (on site or online); book fairs, media fairs, and contests; literature festivals; sustained silent reading times for all, incentive programs; special events during Children's Book Week (November), School Library Media Month (April); National Library Week (April); posters;	**Interview Question**: What strategies do you use to motivate students to read and to encourage life-long learning?

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		displays; Battle of the Books; NC Book Awards; student book reviews and artwork; Family Reading Night; School or Media Center Web page.	
1.7 Collaborates with the Instructional Technology Facilitator to provide leadership in the school's use of instructional technology resources to enhance learning	Collaboration should be evident in all areas of the school environment. The school library media coordinator and the instructional technology facilitator work closely together to promote the integration of a variety of technology resources into classroom instruction to meet the needs of all learners. They should encourage the use of Internet-based resources, online courses, other distance-learning resources, and school television programming. (NCDPI)	**Look For**: Evidence of efforts to investigate the value of emerging technologies for education; staff development opportunities identified or provided such as Web site design; non-print and Internet resources cataloged as part of the collection. Examples: newsletters, emails, presentations at staff meetings, Web pages, posters; modeling new technologies for staff	**Interview Question**: How do you collaborate with the Technology Facilitator to promote the use of current and emerging technologies to support the curriculum and enhance learning?
1.8 Follows a plan for personal professional development and actively seeks out opportunities to grow professionally	The library media coordinator is an advocate for the appropriate use of media and technology within the school. Therefore, media professionals require constant updating of their professional skills and knowledge. They should continue to learn by attending regular system-level and state-level meetings and conferences and by reading current professional literature. (NCDPI)	**Look For**: Membership in professional organizations such as AASL, ALA, NCLA, MCASL, AECT, NCAECT, NCSLMA; attendance at professional meetings; review of professional journals on a regular basis for program and collection development information; subscription to one or more professional mail lists (e.g., LM_NET, AASL, SLMR, NCSLMA). **Look For**: Attendance at workshops, seminars, and/or credits earned from courses online or held at institutions of higher learning; report of newly-acquired skills; visits to other media centers.	**Interview Question**: How do you keep up-to-date in a rapidly changing profession such as yours? How is this addressed in your professional growth plan? **Interview Question**: How do you engage in reflective practice and address this in your professional growth plan?

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MAJOR FUNCTION: Planning and Facilitating Information Access and Delivery, Evaluation, and Use			
2.1 Creates and maintains an environment conducive to learning	"The effective school library media program begins in an inviting, attractive school library media center that extends this welcoming climate to all the programs, services, and activities throughout the school. This warm and friendly atmosphere invites students and others to learn. The school library media specialist holds the key to creating a climate that is conducive to learning. Active, authentic learning involves personal construction of meaning, and this learning occurs most readily in a motivating and inviting climate." (*Information Power: Building Partnerships for Learning*, 1998, p. 88)	**Look For:** An attractive and inviting atmosphere**;** an atmosphere of respect for property and others; frequent monitoring of student behavior during whole class, small group, and independent activities and during transitions between instructional activities; an established set of rules and procedures aligned with school policies that govern the handling of routine administrative matters, student verbal participation, and movement; inappropriate behavior stopped promptly and consistently while maintaining the dignity of the student. **Examples:** signs stated in positive terms; posted rules; displays of student work and new materials; plants/pictures/posters; topical displays of materials; bulletin boards; cleanliness	**Interview Question**: How do you make the media center a welcoming place where people can work and learn? **Interview Question**: How do you handle discipline problems that occur in the media center?
2.2 Works with the principal and school leadership team to provide flexible access to school library media center resources to accommodate individuals and groups	"Flexible access is beneficial to the learner. Lessons taught and learned in the school library media center should not be separate from what is taught and learned in the classroom. Multiple activities can successfully co-exist, and more than one grade level or class can access resources simultaneously. Flexible access helps create an environment in which students can become excited about learning and are able and eager to complete assignments. It also gives full visibility to the	**Look For:** Presentations and memos providing input to the school leadership team and principal in planning the school-wide schedule; students and teachers moving in and out of the media center as needed throughout the day; accommodating more than one group or class as appropriate.	**Interview Question**: How do you advocate for flexible access to school library media center resources? **Interview Question**: If you have implemented flexible access, how do you ensure that students and teachers have access to resources at point of need?

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simultaneously	creative capabilities of media professionals." (*IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel*, p. 8) **Please note** that 2.2 refers to the school media center facility rather than services of the school library media coordinator.	**Examples**: documents such as media coordinator's schedule, circulation records, plan book that shows opportunities for every student to use the media center	**Interview Question**: How do you ensure that all students in the school have access even if teachers are reluctant?
2.3 Organizes school library media facilities and resources in a manner that supports the mission, goals, and objectives of the school and maximizes intellectual and physical access to resources	"Physical access to information is prerequisite to intellectual access. The library media program's collection of resources, equipment, and facilities provides a central point of access for the learning community… The school library media specialist organizes and facilitates a physical environment designed specifically to meet the learning and information needs of students, teachers, and others, with an array of educational and informational resources that provide access to information both within the school and in the local, regional, and global communities." (*Information Power: Building Partnerships for Learning*, 1998, p. 86)	**Look For:** Main Use Area orderly arrangement of resources and equipment furniture; arrangement to accommodate large groups and small groups; clearly labeled shelves with standard Dewey classification; easy student access to nonprint resources; up-to-date online catalog • helpful user tools/finding aids • book lists • Internet bookmarks • computer user guides • pathfinders • facility organized for efficient circulation • circulation desk near entrance and situated for visual supervision • designated area for return of materials • accessible conference/small group activity area • professional collection for faculty use • parent collection.	**Interview Question**: How do you organize the media center's main use area so that it is well organized and resources are easily accessible?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
2.3 Organizes school library media facilities and resources in a manner that supports the mission, goals, and objectives of the school and maximizes intellectual and physical access to resources (continued)		**Look For:** An organized media center that has identifiable areas. **Examples:** large signs and/or mobiles identifying general areas: • circulation • online catalog • large group instruction • independent work area • leisure reading • reference • listening/ viewing/reading/computing • story sharing/storytelling • role playing or acting, puppetry • booktalking, literature discussion groups • professional collection • display/exhibit areas Support Areas (**Note**: some media centers, have very little storage space and are often full of materials. The objective should be to have a neat, clean, well-organized space, even when full). Examples: • administrative and planning area is evident • production/workroom is organized to meet work needs • equipment is stored in a place that is adequate, secure, and accessible (if available)	**Interview Question**: Are the various functional areas of the media center clearly identified? [**Note**: When the facility is too small, some areas will be combined with others.] **Interview Question**: How do you organize the media center's support areas so resources are easily accessible?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
2.3 Organizes school library media facilities and resources in a manner that supports the mission, goals, and objectives of the school and maximizes intellectual and physical access to resources (continued)		Look For: • access to media facilities and resources for all students in compliance with ADA guidelines • free access to exits • properly stored flammable materials (e.g., spray paint, equipment cleaners) • safe production/workroom area (e.g., paper cutters and laminators inaccessible to young students) • adequately secured equipment to ensure student safety (e.g., safety straps on television carts) • appropriate use of extension cords in compliance with OSHA regulations.	**Interview Question**: To what extent are health and safety regulations considered in the arrangement of the facility?
2.4 Encourages the widest possible use of print and electronic resources and services--within the school library media center, throughout the school, and through remote access	"The school library media program is grounded in the belief that access to information in all formats, at all levels, and to all members of the learning community is a crucial component of a culture of learning. The effective program offers a wide array of materials and services to help meet learning needs both within and beyond school walls. It can be the gateway to all the information resources the learning community needs for active, constructive learning. As the school's expert in information issues, the school library media specialist can play a central role in evaluating, acquiring, providing, and promoting information resources both within and beyond the library media center." (*Information Power: Building Partnerships for Learning*, 1998, p. 65)	**Look For:** Publicity of resources through: • displays of new materials • communication to teachers when new materials arrive (e.g., notes, emails) • lists of new materials • booktalks • media center newsletters • contributions to school newsletter • media center and/or school Web site. **Look For:** Promotion of services through:	**Interview Question**: How do you encourage the use of the media center's resources and services?

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		• thematic bibliographies • Web sites appropriate to classroom activities • list of staff development activities for teachers, administrators, and the community • planning forms, media reports, lesson plans • parent/community communication log • parent night/open house/special activities • regular hours including before and after school.	

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2.5 Works cooperatively with other libraries and agencies to share resources that enhance teaching and learning of students and teachers	"The school library media center can be the connection to other outside resources such as museums, businesses, community agencies and individuals, online services, and state agencies and resources." (*IMPACT: Guidelines for Media and Technology Programs*, p. 122)	**Look For**: • promotion of public library programs (e.g., storytelling, summer reading, reference services) • records of interlibrary loan • schedule of special speakers and events (e.g., authors, illustrators) • publicity for special community resources and programs (e.g., NC Zoo, Art Museum, History Museum, Natural History Museum, Discovery Place, college and university library services) • publicity for resources of community agencies (e.g., Boys' and Girls' Clubs, YMCA/YWCA, and other child service organizations) • collaboration with community learning centers and other organizations to share resources.	**Interview Question**: How do you work with community libraries and other agencies to make their resources and services available to the school community? **Interview Question**: How do you work in collaboration with public libraries in research activities, program planning, and special events?
2.6 Adheres to and communicates copyright as well as other laws and guidelines pertaining to the distribution and ethical use of all resources	"The school library media program is at the forefront of the complex and sensitive issues that surround information and its uses in today's society. …the learning community looks to the school media program for guidance on these contemporary information concerns…. Guided by the traditional standards of the progression as well as by evolving procedures and practices, the school library media specialist is an advocate for respecting intellectual property …" (*Information Power: Building Partnerships for Learning*, 1998, p. 93-94)	**Look For:** • presentation of copyright information at faculty meetings, in newsletters, and during staff development • copyright notices on appropriate equipment throughout the building • modeling and encouragement of appropriate ethical behavior among staff and students	**Interview Question**: How do you inform the faculty and staff about laws and guidelines related to the ethical use of resources?

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		• copyright policies and procedures included in staff handbooks • AUP policies and procedures included in student and staff handbooks • provision of examples of bibliographic citations • up-to-date file of copyright permissions, purchase orders, software licenses or documentation, etc., to document legal compliance.	
2.7 Advocates the principles of intellectual freedom	"Intellectual freedom is 'prerequisite to effective and responsible citizenship in a democracy.' Throughout its history, the library media program has voiced its strong commitment to the right of intellectual freedom for the learning community. The school library media program continues to promote an atmosphere of free inquiry when faced with today's challenges to educational resources. Freedom of access to information and ideas is essential for students and others to become critical thinkers, competent problem solvers, and life-long learners who contribute productively and ethically to society…. The school library media specialist is a leader in meeting the school's responsibility to provide resources and services that represent diverse points of view and that support and extend the curriculum with current, wide-ranging information. The school library media specialist provides ready access to resources, programs, and services that address the learning needs of students and others and that are free of constraints resulting from personal, partisan, or doctrinal disapproval." (*Information Power: Building Partnerships for Learning*, 1998, p. 91-92)	**Look For:** • mission statement that promotes an atmosphere of free inquiry. • support of intellectual freedom for students and staff • presentation of the ALA/AASL Library Bill of Rights at faculty meetings. **Look For:** • an up-to-date file or notebook that includes a copy of the system- and building-level selection policy and procedures for handling challenges to materials in the school • presentation of information about selection policy and procedures at faculty meetings, in newsletters, and during staff development.	**Interview Question**: How do you promote an atmosphere of free inquiry? **Interview Question**: How do you inform the faculty about the system- and building-level selection policies that ensure intellectual freedom for students and staff?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
2.7 Advocates the principles of intellectual freedom (continued)		**Look For:** • presentation of proper process and procedures for handling challenged materials for the Media and Technology Advisory Committee, staff, and administration • implementation of proper procedures when materials are challenged including the activities of the Media and Technology Advisory Committee • availability of relevant reconsideration form(s).	**Interview Question**: How do you inform faculty about the procedures for handling challenges to materials?
MAJOR FUNCTION: Planning and Facilitating Program Administration			
3.1 Works with school staff to design and implement short- and long-range plans that ensure balance among all aspects of the school library media coordinator's role and responsibilities	"Comprehensive, collaborative, and creative planning is essential to the library media program's long-term success. Plans are roadmaps for achieving program goals and objectives, and ongoing and dynamic planning is required to keep the library media program at the core of the school's learning community. Long-range, strategic plans must reflect the mission of the library media program, support the school's overall mission, and establish the program as critical to that mission. The library media specialist has unique insights into current and potential uses of information and articulates the vision of an active, extended learning community that undergirds all phases of planning for the program." (*Information Power: Building Partnerships for Learning*, 1998, p. 107)	**Look For:** • plans for school-wide media program initiatives/resources/services (e.g., agenda and/or minutes of Media and Technology Advisory Committee meeting) • presentation of the plan to school leadership team • participation on building-level committees such as curriculum planning, school improvement, school schedule, budget, and governance • alignment of program with local, regional, state, and national guidelines.	**Interview Question**: How do you ensure that short- and long-term plans support the school's overall program goals and objectives? **Interview Question**: How do you work with the Media and Technology Committee to ensure that the needs of the whole school are being met?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
		Look For: • a flexible schedule that provides optimal student/teacher access to media and technology resources and facilities • a daily /weekly /monthly schedule that shows teaching, instructional technology, collaboration, collection development, and program management as allowed within administrative guidelines.	**Interview Question**: What strategies do you use to make sure there is balance between meeting instructional needs and performing organizational/ management tasks?
3.2 Develops and implements an ongoing collection development and evaluation planning process, in collaboration with the Media and Technology Advisory Committee, that focuses on a variety of formats and resources to meet diverse learning needs	"The school library media program offers a full range of instructional and information resources that all students need to meet their curriculum goals. Developed in close collaboration with teachers and others, the program's collections reflect the developmental, cultural, and learning needs of all the students. Evaluated and updated regularly, the collections also exhibit accepted and innovative learning theories, effective teaching practices and materials, and current scholarship in the subject areas." (*Information Power: Building Partnerships for Learning*, 1998, p. 90)	**Look For:** • a written collection development plan covering the next 3-5 years • annual evaluation and revision of the plan to reflect changes (e.g., curriculum, school goals, population changes) • system for gathering input from teachers (e.g., surveys, forms, suggestion box, formal and informal input) • agendas for Media and Technology Advisory Committee showing input into the planning process • evidence that the plan addresses diverse learning needs with a variety of resources.	**Interview Question**: Describe your collection development and evaluation planning process.

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3.3 Evaluates and selects resources that build a collection addressing curricular needs and learning goals in collaboration with teachers, technology staff, and students.	" Through collaborative collection development and evaluation, the program's collections promote active, authentic learning by providing a variety of formats and activities for linking information literacy with curricular objectives… Working collaboratively with teachers and others, the library media specialist is the catalyst for creating collections that promote curricular achievement and information literacy for all learners." (*Information Power: Building Partnerships for Learning*, 1998, p. 90-91)	**Look For:** • questionnaires and forms to solicit input from staff and students • lists of titles from Media and Technology Advisory Committee, staff, and students • input from teachers for professional materials – periodicals, books, online resources, and videos • preview of materials using Media and Technology Advisory Committee, faculty, and students. **Look For:** • *InfoTech: The Advisory List* • *EvaluTech* Web site • professional review journals • standard selection tools.	**Interview Question**: How do you involve others in the evaluation and selection of resources that address curriculum needs and learning goals? **Interview Question**: What selection tools do you regularly use?
3.4 Maintains a collection addressing curricular needs and learning goals.	"With a broad view of the curriculum, extensive knowledge of both traditional and electronic resources, and commitment to serve the full range of students and other members of the learning community, the school library media specialist can direct the … maintenance of current, comprehensive, high-quality collections." (*Information Power: Building Partnerships for Learning*, 1998, p. 90)	**Look For**: • collection mapping forms and other tools (e.g., average age of the collection report, standard selection tools such as *InfoTech, EvaluTech, Elementary School Library Collection*, Wilson catalogs, professional review periodicals) • ongoing weeding for wear, content, and timeliness using standard guidelines, (e.g. CREW, MUSTIE method)	**Interview Question**: What strategies do you use to analyze and maintain an up-to-date media collection?

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		• circulation records (monthly reports of number of materials checked out to students and staff) showing patterns of use. **Look For:** • timely repair of resources (e.g., spine labels, torn pages, lamp replacement) • coordination of equipment repair (e.g., database of onsite/offsite repairs for individual equipment) and disposal according to system guidelines.	

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3.5 Evaluates the school library media program on a continual basis according to accepted standards of quality	"The evaluation of building-level programs is one of the most important, yet one of the most difficult, responsibilities of media and technology professionals. In this age of accountability, it is no longer enough to say that good school library media and instructional technology programs are important for good schools." (*IMPACT: Guidelines for Media and Technology Programs*, p. 168) One standard of quality that can be applied is the rubrics found in *IMPACT: Guidelines for Media and Technology Programs* and in *IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel*. The rubrics included in *IMPACT* provide a global perspective of school library media programs at minimum, developing, and outstanding levels. (NCDPI)	**Look For:** • written plans, goals, and objectives aligned with the school's mission statement • input from others (e.g., Media and Technology Advisory Committee, staff, and students) regarding the Media Program (e.g., surveys, suggestion box, questionnaires) • alignment with local, regional, state, and national guidelines (e.g., *IMPACT: Guidelines for Media and Technology Programs*, in *IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel,* State Technology Plan, *Information Power: Building Partnerships for Learning,* and SACs standards) • reflective analysis through an annual report that summarizes successes, challenges, and program highlights.	**Interview Question**: How do you assess the quality of the school library media program?
3.6 Plays a leading role in the school's budgetary process to ensure funding for the school library media program to support school-wide goals	"Budgeting is a collaborative effort. It needs the support of teachers, administrators, students, and the community. Resources purchased for school-wide use should be housed in the media center to ensure equity of access and the most effective use of limited funds. Acting in their leadership roles, the school library media coordinator and the Instructional Technology Facilitator (if applicable) seek the support of these groups and used school	**Look For:** • a budget plan and procedure that involves the Media and Technology Advisory Committee(s) and focuses on the development and continuous evaluation of annual and long-range budget goals	**Interview Question**: How do you develop and administer the Media Program budget?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
	and community public relations strategies to: • ensure that budget requests are presented and considered within the appropriate context of program goals and objectives. • heighten awareness of the need for a wide variety of up-to-date resources and infrastructure to extend and enrich learning opportunities." (*IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel*, p. 15)	• participation in meetings of school-based budget committee to present recommendations of the Media and Technology Advisory Committee • budget expenditures that stay within allocations • up-to-date records in place for several years, clearly indicating allocations and balances • fund raising to supplement budget allocations, if appropriate • partnerships with the PTA and other organizations • pursuit of grant opportunities.	
3.7 Leads, in partnership with the Instructional Technology Facilitator (ITF), the Media and Technology Advisory Committee (MTAC) in effective decision making to promote the media and technology program	"Active involvement of the Media and Technology Committee in any project leads to better awareness, support, and commitment to the Media program. In large schools, this committee may need to be two separate committees; one that is a Technology Advisory Committee and one that is a Media Advisory Committee. Whether the committees are combined or separate, they should include both the instructional technology facilitator and the school library media coordinator and be chaired by one or both of these professionals." (*IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel*, p. 14)	**Look For**: • collaboration with the ITF (if this position is available) to provide leadership for the Media and Technology Advisory Committee • interpretation of selection policy for members of the committee • collaboration with the committee to interpret the selection policy to the faculty and staff • partnership with the ITF to lead the MTAC in the re-consideration of challenged materials Examples: • scheduled meetings when appropriate	**Interview Question**: How do you provide leadership to the Media and Technology Advisory Committee? **Interview Question**: If there is an Instructional Technology Facilitator at your school, how do you work with him or her to collaborate in the leadership of the Media and Technology Advisory Committee?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
		• agendas and minutes available • routing of appropriate information to committee members.	
3.8 Interacts effectively with students, staff, administration, parents, and the community to promote and expand the school library media program	"It is important that the vision of Media and Technology programs reflect the instructional mission of the school. Because Media and Technology programs support the total instructional program of the school, it is especially important that media and technology staff assume leadership for communicating the vision for their programs within the school and in the community." (*IMPACT for Administrators: A Resource for Evaluating Media and Technology Programs and Personnel*, p. 17)	**Look For:** • voluntary participation in the total operation of the school • participation in the development of annual objectives of school • participation as an effective member in school-based committees • participation as an effective member of teacher teams • supervision of media assistants effectively (where applicable). **Look For:** • assistance provided in a helpful, professional manner • activities in the media center that engage students • supervision of student assistants (where applicable) • club sponsorships, etc.	**Interview Question**: Describe strategies you use to create a positive working relationship with faculty and staff. **Interview Question**: How do you promote positive relationships between yourself and the students?

MCPAI-R	Observation Issues	Documentation Sources	Typical Questions for Conferences
		Look For: • open house activities • special events such as family reading nights, book and technology fairs, etc. • participation in PTA/PTO activities • recruitment and effective management of volunteers • annual orientation process for volunteers • cooperation with the public library and community learning centers.	**Interview Question**: Describe methods you use to promote and maintain a good relationship between the school and the community.
3.9 Prepares and submits accurate reports as required	”Through regular administrative reporting,…the library media specialist conveys the program's leadership in fostering information literacy, and encouraging collaborative teaching and learning, and in developing sophisticated uses of information technology." (*Information Power: Building Partnerships for Learning*, 1998, p. 113) "The library media specialist develops and implements the policies and procedures necessary for the efficient and effective operation of the program. The library media specialist…communicates the details of the program's day-to-day operation. Through careful and continuous attention to staffing, budgets, schedules, report writing, equipment maintenance, and other details, the library media specialist supervises and manages the program." (*Information Power: Building Partnerships for Learning*, 1998, p. 114)	**Look For:** • annual report of media program activities • budget expenditures • accurate inventories of print, nonprint, and technology materials and equipment • catalog summary reflecting additions and deletions • timely submission of required reports (e.g., NCDPI Annual Media and Technology Report [AMTR]).	**Interview Question**: What kinds of reports do you prepare and submit? **Interview Question**: Have you met report deadlines consistently?

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3.10 Adheres to established laws, policies, rules, and regulations.	"Laws, policies, rules, and regulations are required for schools to operate efficiently, effectively, and safely. While ignorance is no excuse for non-compliance, the school does have the responsibility of informing the library media coordinator of laws, policies, rules, and regulations. The library media coordinator is responsible for reading, interpreting and carrying out the laws, policies, rules, and regulations. The library media coordinators should ask for clarification when he/she has a question." (Based on TPAI *Matrix of Data Sources*, p. 17)	**Look For**: Adherence to laws, policies, rules, and regulations, including those that are specifically applicable to the media program. Examples: • materials and equipment selection • copyright • acceptable use policy (AUP) • Web site development • data privacy • accessibility • translation • school purchase requirements	**Interview Questions**: How have you gone about learning the laws, policies, rules, and regulations of your school? Why is it important to know and follow the laws, policies, rules, and regulations? Where do you go with questions?
3.11 Carries out non-instructional duties as assigned and/or as need is perceived	"When assigned non-instructional duties, the library media coordinator completes the assignments promptly and effectively. No organization, including schools, can anticipate every duty that must be covered. Library media coordinators take the initiative to act responsibly to perform duties that have not been assigned." (Based on TPAI *Matrix of Data Sources*, p. 17)	**Look For**: • committee assignments • club sponsorships (e.g., Battle of the Books, Quiz Bowl, Computer Club) • event participation (e.g., sports, social events, PTSA).	**Interview Question**: What non-instructional duties have you been assigned or volunteered for and how effective do you feel that you have been in carrying out those duties?