

ADEPT and Long Range Plans for Information Technology Specialists

Richland One school information technology specialists will be involved in the ADEPT Evaluation Process this year. All school ITS who are not peer evaluators will eventually participate in the formal evaluation portion prior to participating in the GBE segment. This will be accomplished on a rotating basis.

All ITS, regardless of evaluation status, are required to complete YEARLY long range plans, to conference with principals at the beginning and end of the school year for feedback, and to provide the Office of Instructional Technology Services with copies of signed reports by due dates which appear on the department calendar.

The Formal ADEPT System – Three components

1. Mentoring (Induction Contract)

New educators entering the profession or special area to learn job expectations and get a helping hand from others. This helps new ITS get accustomed to the work environment. This is a formal part of the ADEPT process. Mentors are expected to keep in close contact and visit regularly.

2. Formal Evaluation: TEAM (Annual/ Provisional/Continuing Contract)

Annual, provisional and designated continuing personnel. This is the make or break phase as to whether or not a person will go on to achieve continuing contract stage. It is more peer driven and provides an opportunity to monitor the profession. All ITS, unless excluding designated peer evaluators, must go through this formal evaluation prior to GBE required by all Richland One personnel.

3. Informal Evaluation: Goals Based Evaluation (Continuing Contract)

Following successful completion of TEAM, the GBE provides individuals an opportunity to work toward furthering own professional development.

As part of the ADEPT evaluation program, **each ITS is required to submit long-range plans at the beginning of every school year regardless of individual evaluation status**. Included in the long-range plans are goals/objectives for the media center, ITS professional growth and key elements outlined below.** **All library professionals** are required to complete this planning and forward copies of all documents to Instructional Technology Services by due dates designated in the ITS calendar. Follow-up materials are due at the end of the school year for review by Instructional Technology Services. Follow-up materials must have the principal's signature indicating that he or she has met and reviewed the documents with you.

This is not an option

Everyone will benefit by reading through the entire ADEPT document prior to developing your yearly plans regardless of your formal evaluation status.

Long Range Plans are due to Instructional Technology Services, signed by the principal following a conference, by September 12, 2003

ADEPT System for Library Media Specialists
Performance Dimensions

PD 1: Long-Range Planning

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

PD 2: Administering the Library Media Program

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

PD 3: Collaboration for Instruction and Services

Competency Standard: The library media specialist promotes student achievement by working collaboratively with teachers to plan and deliver instruction that effectively integrates information literacy and technology with the curriculum standards.

PD 4: Library Media Collection and Resource Management

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

PD 5: Maintaining an Environment Conducive to Inquiry

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

PD 6: Assessing the Library Media Program

Competency Standard: The library media specialist conducts appropriate assessments of the library media collection, instructional program, and facility, and uses the results of these evaluations to enhance resources and services.

PD 7: Professional Responsibilities

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

Instructions for Media Center Long Range Plans - 2003-2006

1. Read the documentation carefully. It is your responsibility to include each one of the elements in PD1 in your long-range plans. Long-range plans should reflect the growth of your media program as you project for a **three-year period**. **Yearly goals** can be expressed as objectives under long range plans. Once you have initially completed each year one, you will probably, in most instances, need to only revise every year. When a goal has been accomplished, it can be removed and replaced with other goals.

2. The **purpose** of developing your long range plans is to establish a record of where you have been each year and how your program is progressing. The yearly objectives create an avenue for communication which has the potential to not only reflect clearly what is occurring in the media center each year, but to give you the basis for justifying future requests, (such as needed materials or staffing) and to provide data for continuing accountability issues. It provides opportunities for sharing critical information with your principal as you establish communication lines.

3. Look at **your programs** and **services** carefully and critically. Consider how you have **been effective in the past** and **what has not worked for you**. The influx of technology continues to demand that you examine your **role** and your **job description**. Review your copy of **Information Power** and make sure that what you are doing falls under the professional roles outlined in the book narrative.

You must discontinue those activities and practices which no longer allow you to operate at your most effective level and which keep you from serving in the best interests of the students at your school. Some of these activities may be "expected," but if they do not provide the focus of services and programming needed they should not continue. Some of the activities may be actions that only serve to put out fires. You need to organize and put limitations on what you can reasonably accomplish. Maintaining your professionalism is important. Please do not tell your patrons that "you don't do that or that it is not your job." Let them know what you can do for them, not what you will not do for them.

4. **Each information technology specialist is to formulate his/her plans**. High school ITS should certainly plan together, but each will have her own areas of concentration that link to the whole program. Be sure to communicate that fact when you meet with your principal. **Each person should communicate with the principal and have the goal sheet signed individually.**

5. How to develop Long Range Plans:

General Statements:

Beginning of the Year:

- a. After examining your program and the services you offer, and after deciding what you will continue and what will be discontinued, **develop your LRP to fit the categories** that appear on the template outline.
- b. Develop goals in each category and objectives for meeting these goals. What do you want to see happen and how will you get there? If you want input or assistance, please call us! Your plan should meet the needs of your media

program, your school community and should ultimately have an impact on student achievement. They must also reflect the elements required under PD1. (see in sample template)

- c. After you have finished formulating your LRP with yearly objectives, meet with your principal and communicate what you will be focusing on for this school year. This means what is new and what is continuing in your program and services. Devise a **record keeping mechanism** for tracking program involvement, use of media center, budget, troubleshooting and any other area that will relay a picture of what is happening as a result of media center services and programming.
- d. Send a copy to ITS office no later than September 12

End of the Year:

- a. Preferably throughout the year, but specifically near the end of the school year, go through the process again. Under each plan objective, provide information on the status of the objective. It is imperative that you list teachers, numbers, events, etc. so that the picture and your level of involvement is clear. Be specific. Remember that you are also communicating your influence and ability to positively affect student achievement. You want the reader to understand exactly what has occurred. In some instances you may not have completed the objective. This will be your opportunity to state what obstacles you faced that prohibited you from fully meeting a particular objective. This is where you can outline the strengths and weaknesses of the program. Be accountable for the decisions and actions you have taken.
- b. Meet with your principal again and communicate what happened in the media center during the school year. Each year you will be building on your objectives and, in some instances, continuing programs by strengthening them or by simply having them reoccur. What will be of the greatest benefit is that yearly you will be examining critically the effectiveness of your program and communicating professionally to your administrator.
- c. Send a copy of the end-of-the-year report, signed by your principal to Instructional Technology Services no later than May 28. Include all related documents.

****If plans are not received by the Office of Instructional Technology in a timely fashion, a memo will be sent to the ITS, principal and appropriate district staff to serve as a reminder concerning professional duties.**