

IMPACT for Administrators

**A Resource for Evaluating Media and Technology
Programs and Personnel**

Media and Technology Program Evaluation

One of the most effective ways to determine how well Media and Technology programs are meeting the needs of students, teachers, staff, and the community is through self-reflection. While teacher and student surveys certainly provide a realistic assessment of the daily impact of programs and services on the teaching and learning process, an objective comparison of an individual program with state and national standards and recommendations offers an opportunity for self assessment.

The rubrics that follow, based on the chapters found in *IMPACT*, provide a global perspective of school library media and instructional technology programs at the building level. Use these rubrics with your school library media coordinator and instructional technology facilitator to reflect on your school's Media and Technology programs. Then begin the process of developing a vision of the future-outstanding school library media and instructional technology programs that impact teaching and learning for high student achievement and life-long learning.

Note: The rubric comparison points are Minimum, Developing, and Outstanding; there is no unsatisfactory. This is intentional. All North Carolina Media and Technology programs must have the expectation that they will be at least at a minimum level for successful teaching and learning to occur. If this is not the case, immediate action should be taken to bring about needed changes.



Program Outcomes

Outstanding Teaching and Learning at the building level:

- Focuses on student achievement.
- Involves the entire staff in planning a collaborative instructional program in a technology and resource rich environment.
- Offers a collaboratively planned, delivered, and evaluated staff development program that correlates to technology competencies for educators and meets licensure and renewal requirements.

Rubric Topics

1. Instruction
2. Staff Development
3. Collaboration

Strategies to Guide Work

- Collaborate with the entire instructional team.
- Lead with Vision
- Utilize media and technology resources

Teaching and Learning: Instruction		
Building-level media and technology programs show evidence that:		
Minimum	Developing	Outstanding
Instruction focuses on student achievement through teacher demonstration of problem solving.	Instruction focuses on student achievement with the learner involved in problem solving and assessment to promote life-long learning.	Instruction focuses on student achievement with the learner involved in self-directed problem solving and self-assessment to promote life-long learning.
Instruction is delivered to all students with no variety of method.	Instruction is delivered to students in various formats.	Instruction is delivered to students in a variety of formats based on learning styles.
Occasionally Information and Computer Skills lessons are planned and taught in correlation with studies in content areas.	Information and Computer Skills are taught primarily within curriculum content areas.	Instruction is given in locating, gathering, selecting, synthesizing, and evaluating relevant information in all curricular areas.
The library media coordinator and technology facilitator adhere to a modified flexible schedule and meets occasionally with classroom teachers to plan cooperatively.	The library media coordinator and technology facilitator meet regularly with teachers to cooperatively plan curriculum and learning experiences in a flexibly scheduled environment.	The library media coordinator and technology facilitator collaborate with teachers through formal planning sessions to develop, implement, and evaluate learning experiences in a flexibly scheduled environment.
Students have limited access to the Internet and electronic databases	Students have access to the Internet, electronic databases, and other resources on high-speed networks throughout the school.	Students have access to the Internet, electronic databases, and a variety of other resources on high-speed networks throughout the school.

Teaching and Learning: Staff Development		
Building-level media and technology programs show evidence that:		
Minimum	Developing	Outstanding
The staff development program is planned by the technology facilitator and media coordinator.	The staff development program is planned, delivered, and evaluated by the technology facilitator and media coordinator.	The staff development program is planned, delivered, and evaluated collaboratively by a committee with representatives from a variety of roles including the technology facilitator, media coordinator, teachers, administrators, students, IHE faculty, and support personnel. Staff development participants are involved in the evaluation process.
Appropriate staff development opportunities are available occasionally for the technology facilitator and media coordinator.	Appropriate staff development opportunities are available for the technology facilitator and media coordinator, which include conference attendance.	Appropriate staff development opportunities for the technology facilitator and media coordinator, which include training in emerging technologies and conference attendance, are a part of the school staff development plan.
Staff development opportunities are offered only at scheduled times.	Staff development opportunities are offered at time of personal need.	Staff development opportunities are offered at time of personal need, with opportunities for practice built into the schedule.
Staff development offerings sometimes correlate with technology competencies for educators.	Staff development offerings correlate to technology competencies for educators.	Staff development offerings correlate to technology competencies for educators and meet licensure and renewal requirements.

Teaching and Learning: Collaboration

Building-level media and technology programs show evidence that:

Minimum	Developing	Outstanding
<p>Collaborative planning, evaluation, and instruction is a team effort between the technology facilitator, media coordinator, and teachers.</p>	<p>Collaborative planning, evaluation, and instruction to show specific links between information literacy and content is a team effort between the technology facilitator, media coordinator, teachers, support personnel, pre-service interns, administrators, and students.</p>	<p>Collaborative planning, evaluation, and instruction to show specific links between information literacy and content is a team effort between the technology facilitator, media coordinator, teachers, support personnel, pre-service interns, administrators, and students.</p>

Collaborative efforts are based on the best available models of instruction to develop instructional partnerships.

Collaborative efforts are based on the best available models of instruction, collaboration, and cooperative learning to develop strong instructional partnerships that lead to student development of critical thinking and problem-solving skills.

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Program Outcomes

Outstanding Information Access and Delivery at the building level:

- Supports the diverse needs of learners and teachers with access to collections of high-quality resources, equipment, and facilities for classroom activities and personal or professional interests.

Rubric Topics

1. Needs Assessment
2. Managing Resources
3. Designing Facilities for Teaching and Learning

Strategies to Guide Work

- Collaborate with the entire instructional team.
- Lead with vision.
- Utilize media and technology resources.

Information Access and Delivery: Needs Assessment: People and Process		
Building-level media and technology programs include:		
Minimum	Developing	Outstanding
A Media and Technology Advisory Committee that includes the media coordinator, the technology facilitator, and representative teachers.	A Media and Technology Advisory Committee that includes the media coordinator, the technology facilitator, and representative teachers.	A Media and Technology Advisory Committee that includes the media coordinator, the technology facilitator, and representative teachers.
N/A	A Media and Technology Advisory Committee that advocates for the technology and media programs within the school.	A Media and Technology Advisory Committee that advocates for the technology and media programs within the school.
A Media and Technology Advisory Committee that meets at least quarterly to assess and report needs to school administration related to media and technology resources for teaching and learning.	A Media and Technology Advisory Committee that meets at least quarterly to assess needs and make recommendations for budget allocations related to media and technology resources for teaching and learning and justifies budget requests to school administrators.	An active Media and Technology Advisory Committee that meets at least monthly to assess needs and make decisions regarding budget allocations based on a resource development plan supported by adequate yearly budget to maintain, update, and expand the school's resources.
N/A	A Media and Technology Advisory Committee that develops a plan supported by an adequate yearly budget to maintain, update, and expand the school's resources.	N/A

Information Access and Delivery: Managing Resources		
Building-level media and technology programs include:		
Minimum	Developing	Outstanding
A diverse collection that supports teaching and learning;	A diverse collection that supports teaching and learning and students' personal interests.	A diverse collection that supports teaching and learning and students' personal interests.
A diverse collection that meets the needs of diverse learning styles, multicultural backgrounds, physical challenges (assistive/adaptive devices, etc.), and building-level professionals;	A diverse collection that meets the needs of diverse learning styles, multicultural backgrounds, physical challenges (assistive/adaptive devices, etc.), and building-level professionals.	A diverse collection that meets the needs of diverse learning styles, multicultural backgrounds, physical challenges (assistive/adaptive devices, etc.), and building-level professionals.
Resources that are selected and acquired according to local board-approved policy and established criteria for various media formats.	Resources that are selected and acquired by formally assessing needs (e.g., curriculum mapping) and following the local board-approved policy and established criteria for various media formats.	Resources that are selected and acquired by formally assessing needs (e.g., curriculum mapping) and following building-level selection policy based on the local board-approved model and established criteria for various media formats.
An organized collection of resources, including technology-based materials and equipment, that is cataloged and circulated using standard library conventions.	An organized collection of resources, including technology-based materials and equipment, that is cataloged and circulated through an automated system.	An organized collection of resources, including technology-based materials and equipment, accessible through a district-wide Union catalog and circulated through an automated system.
Access to technology and resources on local area networks.	Access to state-of-the-art technology and resources on local area networks.	Access to state-of-the-art technology and resources on local and wide area networks.
An accurate, automated inventory based on annual procedures for adding new materials and equipment and weeding/discarding out-dated and worn items.	An accurate, automated inventory based on annual procedures for adding new materials and equipment and weeding/discarding out-dated and worn items.	An accurate, automated inventory based on annual procedures for adding new materials and equipment and weeding/discarding out-dated and worn items.

Information Access and Delivery: Designing Facilities for Teaching and Learning

Building-level media and technology programs include:

Minimum	Developing	Outstanding
<p>Opportunities for technology and media staff to make initial suggestions during the planning of new, renovated, or repurposed facilities (i.e., space, design, and furniture considerations) that focus on accessibility, flexibility, and efficiency necessary to provide opportunities for teaching and learning as well as media and technology administrative needs.</p>	<p>Opportunities for technology and media staff to offer advice on a regular basis for planning, renovated, or repurposed facilities (i.e., space, design, and furniture considerations) that focus on accessibility, flexibility, and efficiency necessary to provide opportunities for teaching and learning as well as media and technology administrative needs.</p>	<p>Opportunities for technology and media staff to play an ongoing and active role throughout the planning and construction phases of, renovated, or repurposed facilities (i.e., space, design, and furniture considerations) that focus on accessibility, flexibility, and efficiency necessary to provide opportunities for teaching and learning as well as media and technology administrative needs.</p>
<p>Infrastructure and connectivity that meet current State Technology Plan and Information Resources Management standards.</p>	<p>Infrastructure and connectivity that meet current State Technology Plan and Information Resources Management standards.</p>	<p>Infrastructure and connectivity that meet current State Technology Plan and Information Resources Management standards.</p>
<p>N/A</p>	<p>A plan supported by an adequate yearly budget to maintain infrastructure and connectivity.</p>	<p>An implementation plan for growth and expansion that is supported by an adequate yearly budget to support the evolution of developments in state-of-the-art technology.</p>

Program Outcomes

Outstanding Program Administration at the building level results in:

- Media and technology programs that are an integral part of the school curriculum.
- Open access to facilities with stimulating atmospheres, high-quality resources, and state-of-the-art technology.
- Enhanced student learning through collaborative planning with teachers.

Rubric Topics

1. Policy and Procedures
2. Planning
3. Budget and Resources
4. Communication and Public Relations
5. Evaluation
6. Personnel

Strategies to Guide Work

- Collaborate with the entire instructional team.
- Lead with vision.
- Utilize media and technology resources.

Program Administration: Policy and Procedures		
Building-level media and technology programs provide:		
Minimum	Developing	Outstanding
Policies and procedures that have been approved by the school board.	Policies and procedures that have been approved by the school board.	Policies and procedures that have been established specifically for the school, based on school board approved models.
Access to resources and opportunities for research and instruction for each class at least once a week.	Equal and open access to resources throughout the day at point of need and opportunities for research and instruction for each class at least once a week.	Flexibly scheduled programs that provide equal and open access to resources and instruction that integrate with classroom goals and objectives at point of need.
Barrier-free access to the computer lab, the library media center and its collection, as well as access to building-level electronic resources during the instructional day to support learning.	Barrier-free access to the computer lab, library media center facility and its collection, as well as access to building-level, national, state, and district-wide electronic resources during the instructional day to support learning.	Barrier-free access to the computer lab, library media center's facility, and its collection, as well as access to building-level, national, state, and district-wide electronic resources before, during, and after the instructional day to support learning.

Program Administration:Planning		
Building-level media and technology staff:		
Minimum	Developing	Outstanding
<p>Develop and implement short-term plans, with the Media and Technology Advisory Committee, for collection development and the integration of media and technology programs into the total school instructional program to enhance student learning.</p>	<p>Develop and implement short-term plans, with the Media and Technology Advisory Committee, for collection development and the integration of media and technology programs into the total school instructional program to enhance student learning.</p>	<p>Develop and implement long-term and short-term plans, with the Media and Technology Advisory Committee, for collection development and the integration of media and technology programs into the total school instructional program to enhance student learning.</p>
<p>Participate in at least one school-based committee.</p>	<p>Participate in district and school-based planning committees.</p>	<p>Act as change agents by continuously building partnerships and participating in school and district-based planning committees.</p>
<p>Participate in planning for instruction at the request of teachers.</p>	<p>Collaboratively plan with teachers at regular intervals throughout the year to help students become independent learners who can solve problems, think critically, and evaluate information from a wide variety of resources.</p>	<p>Continuously plan with teachers to help students become independent learners who can solve problems, think critically, and evaluate information from a wide variety of resources.</p>
<p>N/A</p>	<p>Monitor planning processes and results throughout the year.</p>	<p>Continuously monitor planning processes and results, prioritizing, and adapting long and short-term goals and strategies based on feedback and input.</p>

Program Administration: Budget and Resources		
Building-level media and technology staff:		
Minimum	Developing	Outstanding
Provide a balance of print, multimedia, and electronic resources, based on local board-approved selection policies, that support the North Carolina Standard Course of Study and the needs of the student population.	Provide a balance of print, multimedia, and electronic resources, based on local board-approved selection policies, which support the North Carolina Standard Course of Study and the needs of the student population.	Provide a balance of print, multimedia, and electronic resources, based on local board-approved selection policies, that support the North Carolina Standard Course of Study and the needs of the student population.
Provide access to technology and resources on local area networks.	Provide access to state-of-the-art technology and resources on local area networks.	Provide access to state-of-the-art technology and resources on local and wide area networks.
N/A	Advocate for adequate funding for media and technology programs to provide sufficient resources that are current and relevant to meet the needs of students and staff.	Advocate for adequate funding for media and technology programs to provide sufficient resources that are current and relevant to meet the needs of students and staff.
Encumber allocated funds by established deadlines.	Encumber allocated funds by established deadlines.	Encumber allocated funds by established deadlines.
Solicit additional funding from school-based sources such as PTA/PTOs.	Secure additional funding by writing grants and soliciting funding from school-based sources such as PTA/PTOs.	Secure additional funding by actively seeking out and writing grants, and soliciting funding from other sources such as PTA/PTOs, local community organizations, and businesses.
Plan for short-term budget needs, and accurately track and report budget expenditures from all sources.	Plan for short-term budget needs, and accurately track and report budget expenditures from all sources.	Plan for long and short-term budget needs, and accurately track and report budget expenditures from all sources.

Program Administration: Communication and Public Relations		
Building-level media and technology staff:		
Minimum	Developing	Outstanding
Create and maintain facilities to allow easy access to materials and electronic information by students and teachers.	Create and maintain inviting and stimulating facilities that enhance access to materials and electronic information by students and teachers.	Create and maintain inviting and stimulating facilities that enhance access to materials and electronic information by students and teachers.
Foster interpersonal relations with students and staff to encourage collaboration, communication, and the sharing of ideas and strategies that support the total instructional program.	Foster interpersonal relations with students and staff to encourage collaboration, communication, and the sharing of ideas and strategies that support the total instructional program.	Continuously foster interpersonal relations with students and staff to encourage collaboration, communication, and the sharing of ideas and strategies that support the total instructional program.
N/A	Advocate for the needs of media and technology programs by participating in professional organizations.	Advocate for the needs of media and technology programs by participating in professional and local community organizations.
Publicize the contributions and resources of media and technology programs through at least one vehicle (such as Web pages, newsletters, board presentations, displays, special events, etc.) at certain times of the year.	Publicize the contributions and resources of media and technology programs through several vehicles (such as Web pages, newsletters, board presentations, displays, special events, etc.) at certain times of the year.	Continuously publicize the contributions and resources of media and technology programs through a broad range of vehicles such as Web pages, newsletters, board presentations, displays, and special events.

Program Administration: Evaluation		
Building-level media and technology staff:		
Minimum	Developing	Outstanding
Utilize quantitative measures to document the provision of media and technology resources and program initiatives.	Utilize quantitative measures to document the provision of media and technology resources and program initiatives.	Utilize qualitative and quantitative measures to document and evaluate how media and technology resources and program initiatives meet the needs of students and teachers.
N/A	Provide documentation/evidence of major services related to program administration and integration of media and technology with the instructional program for performance evaluation.	Provide documentation/evidence of the broad spectrum of services related to program administration and integration of media and technology with the instructional program for performance evaluation.
Prepare end-of-the-year reports that describe program initiatives and document expenditures.	Prepare monthly and/or end-of-the-year reports that describe program initiatives and document expenditures.	Prepare monthly and/or end-of-the-year reports that include information such as program initiatives, document expenditures, and that outline areas of need for the up-coming year.

Program Administration: Personnel	
ADM	Recommended minimum staffing for each school based on average daily membership (ADM)
1-500	<ul style="list-style-type: none"> • 1 full-time library media coordinator • 1 full-time technology facilitator • 1 half-time media assistant • 1 half-time technology assistant
501-1000	<ul style="list-style-type: none"> • 1 full-time library media coordinator • 1 full-time technology facilitator • 1 full-time media assistant • 1 full-time technology assistant.
1001-1500	<ul style="list-style-type: none"> • 2 full-time library media coordinators • 2 full-time technology facilitators • 1.5 full-time media assistants • 1.5 full-time technology assistants
1501-2000	<ul style="list-style-type: none"> • 2 full-time library media coordinators. • 2 full-time technology facilitators • 2 full-time media assistants • 2 full-time technology assistants