

**Model****Tulsa Librarian: All Completers 2015-2020**

		# Evaluations	Mean*	Median	Mode	Response Rate
7 Completers	Evaluation Score	18	3.6	3.64	4	100.0%
Domain Score 1	Library Management	18	3.7	3.63	4	100.0%
Domain Score 2	Instructional Effectiveness	18	3.6	3.50	4	100.0%
Domain Score 3	Professional Growth & Continuous Improvement	18	3.6	4.00	4	100.0%
Domain Score 4	Interpersonal Skills	18	3.7	3.50	3	100.0%
Domain Score 5	Leadership	18	3.6	3.75	4	100.0%
Indicator Score 1	Managing Student Behavior	18	3.8	4.00	4	100.0%
Indicator Score 2	Creating a Culture for Learning	18	3.8	4.00	4	100.0%
Indicator Score 3	Managing Library Procedures	18	3.8	4.00	4	100.0%
Indicator Score 4	Collaborating with Teachers	18	3.7	4.00	4	100.0%
Indicator Score 5	Administrative Management and Records	18	3.4	3.00	3	100.0%
Indicator Score 6	Developing Collection	18	3.6	3.50	3	100.0%
Indicator Score 7	Administering Library Budget	18	3.4	3.00	3	100.0%
Indicator Score 8	Supervising Personnel	11	3.5	3.00	3	61.1%
Indicator Score 9	Demonstrating Knowledge of Curriculum	18	3.6	3.50	3	100.0%
Indicator Score 10	Supporting Instructional Goals	18	3.7	4.00	3	100.0%
Indicator Score 11	Demonstrating Knowledge of Trad. and Non-Trad. Literature & Reading Support	18	3.7	4.00	4	100.0%
Indicator Score 12	Communicates Effectively with Students	18	3.8	4.00	4	100.0%
Indicator Score 13	Using Quality Questioning Techniques with Students	18	3.4	3.00	3	100.0%
Indicator Score 14	Assessing Students	18	3.5	3.00	3	100.0%
Indicator Score 15	Developing Lessons	18	3.6	3.50	3	100.0%
Indicator Score 16	Reflecting on Professional Effectiveness	18	3.7	4.00	4	100.0%
Indicator Score 17	Growing and Developing Professionally	18	3.6	4.00	4	100.0%
Indicator Score 18	Communicating with School Staff	18	3.8	4.00	4	100.0%
Indicator Score 19	Communicating with School Stakeholders	18	3.6	3.00	3	100.0%
Indicator Score 20	Contributing to School & Professional Communities	18	3.8	4.00	4	100.0%
Indicator Score 21	Adhering to Professional Ethics	18	3.4	3.00	3	100.0%

\* Scale 1-5