YALSA Board of Directors Meeting
ALA Annual Conference, Washington DC
June 24 – 29, 2010

Topic: **Evaluation Tool Taskforce Report**

Background: **In the fall of 2009 Linda Braun established a taskforce to develop an assessment tool for library administrators and teen services librarians to use in order to evaluate an individual institution's overall level of success in providing teen services. Sarah Flowers, the taskforce chair, has provided a report for the Board and a draft of the assessment tool, both of which are included below. The Board will want to review each and provide feedback to the taskforce.**

Action Required: **Discussion**

Teen Services Evaluation Task Force
Chair: Sarah Flowers
Charge: To develop an assessment tool for library administrators and teen librarians to use in order to evaluate an individual institution's overall level of success in providing teen services.

Progress to date:

The task force has been using email, conference calls, and ALA Connect to "meet" virtually. We came up with what we think is a workable format for the evaluation tool, and have created a first draft (attached), based primarily on the YALSA Competencies. The areas were completed by individual task force members, and we haven't had time yet to critique each other's sections, nor to consolidate and make the document seamless. We also still need to incorporate criteria from the IFLA Guidelines into the tool.

Issues for the Board:

Please let us know if you think this is an appropriate format, and whether we should go forward along these lines.
In discussion, we decided to focus on public library teen services, for two reasons:

1. We are all public librarians.
2. Most states have guidelines for evaluating their school library programs.

Please let us know if this is an appropriate decision. If the board wishes us to include school libraries in this tool, we will need to get input from school librarians.
Our general thought was that this should be a tool for evaluating a library's overall teen services program, not for evaluating YA librarians. We are trying to include evaluation areas that apply to library administration, but of necessity, some things

will apply primarily to the teen services librarian. If the board has a different take on this, please inform us.

Our intention is not to create a checklist of the competencies, but to focus on the items that can be easily measured, whether objectively (numerically) or subjectively. If the board believes there are areas that should be emphasized more or less, please let us know.

We will be grateful for any feedback or suggestions the board has to offer. I anticipate that if we are on the right track, we can complete this document in ample time for the board's August meeting.

Communication, Marketing, and Outreach					
Essential Element	**Distinguished**	**Proficient**	**Basic**	**Below Basic**	**Examples**
Form appropriate professional relationships with young adults	YA Librarian acts as a role model to young adults, following the guidelines of the Search Institute's 40 Developmental Assets: interacting in a caring, encouraging manner with young adults, modeling responsible behavior and providing clear rules and consequences.	YA			
Develop relationships and partnerships with young adults, administrators and other youth-serving professionals in the community	YA Librarian and community partners communicate on a regular basis and occasionally meet in person for substantive collaboration on programs and services.	YA Librarian and community partners communicate on a regular basis and occasionally meet in person to keep each other apprised of programs and services.	YA Librarian communicates occasionally with community partners.	YA Librarian does not have relationships with community partners.	
Be an advocate for young adults and effectively promote the role of the library in serving young adults	Library policies and public relations emphasize as a primary value the importance of young adult services for both young adults themselves and their wider community.	YA Librarian advocates internally and in public relations for the value of services to young adults for both the young adults themselves and their wider community.	YA Librarian works to establish a culture of advocacy both internally and in public relations.	YA Librarian does not advocate for young adults either internally or in public relations.	
Design, implement, and evaluate a strategic marketing plan	Library's strategic marketing plan is tailored to young adult services, including promotion within the library, schools, youth-serving agencies and the community at large.	Library references young adult services in their institution-wide strategic marketing plan.	Library markets young adult services on an ad hoc basis, without a unifying marketing plan.	Library fails to effectively market young adult services.	
Articulate relationships between young adult services and the parent institution's core goals and mission	Library includes young adult services staff in strategic planning and when developing mission statements and other guiding documents for the institution.	Library addresses young adult services in strategic planning and when developing mission statements and other guiding documents for the institution.	Library sometimes addresses young adult services in strategic planning and when developing mission statements and other guiding documents for the institution.	Library does not have a strategic plan, mission statement, or equivalent.	
Establish an environment in the library wherein all staff serve young adults with courtesy and respect, and all staff are encouraged to promote programs and services for young adults	Library rules and behavior codes are enforced fairly without regard to age. Customer service training for staff includes component on serving young adults. Young adult programs and services are well-publicized internally.			Library rules and behavior codes are not enforced fairly across demographics. Staff are not trained on serving young adults. Programs and services are not publicized internally.	

Identify young adult interests and groups underserved or not yet served by the library	On a regular schedule, library

Knowledge of Materials					
Essential Element	Distinguished	Proficient	Basic	Below Basic	Examples
Collection Development Policy	Library maintains a separate YA Collection Development Policy that is consistent with the parent institution's mission & policy. It has been reviewed within the past year.	Library maintains a separate YA collection development policy and it has been reviewed in the past 3 years.	Library maintains a collection development policy but does not have a separate document for YA. It has been reviewed in the past 5 years.	Library does not have a collection development policy.	
Knowledge of YA Literature & selection sources	YA librarian shows a deep knowledge of YA literature by reading 2 or more YA books per month and participating in multiple literary professional activities; reviews for a journal, writes a review blog, participates in a Mock Printz or other lit-type workshops each year. Library subscribes to multiple review sources and YA librarian reads a variety of review sources.	YA librarian shows a good knowledge of YA literature by reading 1-2 YA books per month and participates in one other professional activity. Library subscribes to at least 2 different review sources and YA librarian reads one other type of review source regularly. (i.e. blog)	YA librarian reads 10 YA books or less a year. Library subscribes to at least two review sources the YA librarian does not read any other review sources.	YA librarian does not read YA literature and the library does not subscribe to at least a review source like VOYA dedicated to YA services.	*School Library Journal, VOYA, ALAN Review, Booklist*
Collection of materials in a					

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