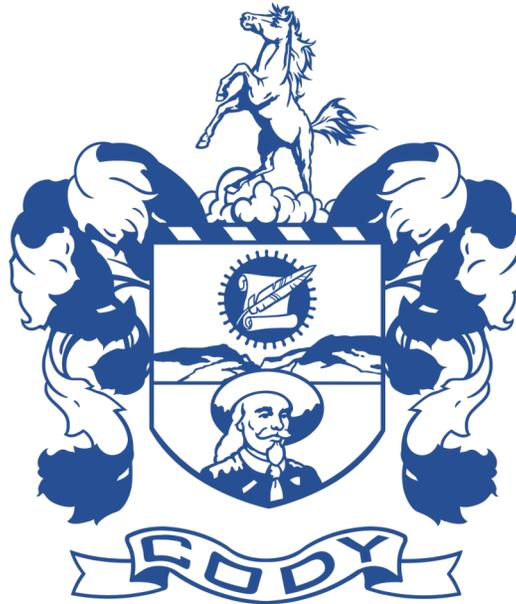


# Park County School District No. 6



## Library/Media Specialist Evaluation

### Description of the Performance Evaluation Cycle

| Date        | Non-Continuing Contract  | Continuing Contract  | Plan of Assistance* |  |
|-------------|--|--|---------------------|--|
|             |  |  | Date                | (Timeline determined by administration)  |
| November 1  |  | Initial Observations   | *TBD                | Plan of Assistance goals and activities written by administration for library/media specialist |
| December 15 | First Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 observations)  |  | *TBD                | First Summative Evaluation Report (including post observation conference)                      |
| February 15 |  | Second Round Observations  |                     | N/A  |
| April 5     | Second Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 observations) |  | April 5             | Second Summative Evaluation Report (including post observation conference)                     |
| April 15    | Notification of employment recommendation  | Notification of employment recommendation  | April 15            | Notification of employment recommendation  |
| May 1       |  | Third Round Observations   |                     | N/A  |
| June 1      | Submit Completed Summative Evaluation  | Submit Completed Summative Evaluation (including self-assessment/ reflection conference + a minimum of 3 observations) |                     | N/A  |

#### Non-Continuing Contract Library/Media Specialists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 observations per Summative Evaluation Report.
- The deadline for notification of employment recommendation is April 15.

#### Continuing Contract Library/Media Specialists

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 observations per Summative Evaluation Report.
- A Summative Evaluation Report (including self-assessment/reflection conference) by June 1 annually.

#### \* Plan of Assistance Library/Media Specialists

- A Library/Media Specialist may be placed on a **Plan of Assistance** at any time during the evaluation cycle; timeline is determined by administration.
- When a Library/Media Specialist is placed on a Plan of Assistance, they work on the assigned activities specific to their Plan of Assistance.
- It is required that a Library/Media Specialist on a Plan of Assistance receives a **minimum** of two summative evaluations each year. These evaluations may or may not be completed according to the timeline in the chart. The deadline for completion of both summative evaluations is April 5.
- The deadline for notification of employment recommendation is April 15.

### Description of Performance Evaluation Procedures

| Evaluation Type                       | Procedures  |
|---------------------------------------|---|
| <p><b>Non-Continuing Contract</b></p> | <p>Library/Media Specialists new to the district are evaluated using these procedures for three years (or for two years with previous Wyoming continuing contract and uninterrupted service):</p> <ul style="list-style-type: none"> <li>• A minimum of three (3) observations per Summative Evaluation Report.</li> <li>• A minimum of one (1) Self-Assessment/Reflection Conference.</li> <li>• A minimum of one (1) Summative Evaluation Report to include Post Conference.</li> </ul>   |
| <p><b>Continuing Contract</b></p>     | <p>Library/Media Specialists with four (4) plus years in the district are evaluated using these procedures:</p> <ul style="list-style-type: none"> <li>• A minimum of three (3) observations per Summative Evaluation Report.</li> <li>• One Self-Assessment/Reflection Conference</li> <li>• A minimum of one (1) Summative Evaluation Report to include Post Conference.</li> </ul>   |
| <p><b>Plan of Assistance</b></p>      | <p>A Library/Media Specialist may be on a Plan of Assistance for <b>not more than two consecutive years</b>. The Library/Media Specialist must show significant improvement or be recommended for termination of employment.</p> <ul style="list-style-type: none"> <li>• The Plan of Assistance timeline is determined by administration.</li> <li>• The evaluator identifies the required growth needed and suggests improvement activities.</li> <li>• A minimum of two (2) Post-Observation Conferences</li> <li>• A minimum of two (2) Summative Evaluation Reports</li> <li>• In order to be recommended for rehire, the Library/Media Specialist must demonstrate proficiency in all Domains and in the majority of the Components under each Domain.</li> </ul> |

### Evaluator Checklist

|   | Non-Continuing Contract |  | Continuing Contract |  | Plan of Assistance |  |  |
|---|-------------------------|--|---------------------|--|--------------------|--|--|
| <p><b>Observation dates</b></p>                         |                         |  |                     |  |                    |  |  |
| <p><b>Self-Assessment/Reflection Conference(s)</b></p>  |                         |  |                     |  |                    |  |  |
| <p><b>Summative Evaluation Report date(s)</b></p>       |                         |  |                     |  |                    |  |  |
| <p><b>Notification of employment recommendation</b></p> |                         |  |                     |  |                    |  |  |
| <p><b>Summative Report submitted</b></p>                |                         |  |                     |  |                    |  |  |

**SELF-ASSESSMENT RUBRIC****Library/  
Media Specialist****Date:****Evaluator:****Date:****Domain 1: Planning and Preparation**

| <b>Component</b>   | <b>Unsatisfactory</b>  | <b>Developing</b>   | <b>Proficient</b>   | <b>Distinguished</b>   |
|--|--|---|---|--|
| <b>Ia:<br/>Demonstrating knowledge of literature and current trends in library/media practice and information technology</b>                           | Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.   | Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.   | Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.  | Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.   |
| <b>Ib:<br/>Demonstrating knowledge of the school's program and student information needs within that program</b>                                       | Library/media specialist demonstrates little to no knowledge of the school's content standards and of student's needs for information skills within those standards.   | Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.   | Library/media specialist demonstrates thorough knowledge of the school's content standards and of student's needs for information skills within those standards.                                | Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.   |
| <b>Ic:<br/>Establishing goals for the library/media program appropriate to the setting and the students served</b>                                     | Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.   | Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.   | Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.   | Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.  |
| <b>Id:<br/>Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b> | Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance the program goals. | Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals. | Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.   |
| <b>Ie:<br/>Planning the library/media program integrated with the overall school program</b>   | Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.  | Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.  | Library/media specialist's plan is well designed to support both teachers and students in their information needs.  | Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers. |
| <b>If:<br/>Developing a plan to evaluate the library/media program</b>   | Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.  | Library/media specialist has a rudimentary plan to evaluate the library/media program.  | Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.                 | Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.  |

Evidence:

**SELF-ASSESSMENT RUBRIC****Library/  
Media Specialist****Date:****Evaluator:****Date:****Domain 2: The Environment**

| <b>Component</b>   | <b>Unsatisfactory</b>   | <b>Developing</b>  | <b>Proficient</b>   | <b>Distinguished</b>  |
|--|---|--|---|---|
| <b>2a:<br/>Creating an environment of respect and rapport</b>                  | Interactions, both between the library/media specialist and students and among students, are negative inappropriate, or insensitive to student's cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.                   | Interactions, both between the library/media specialist and students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. | Interactions among library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.                       |
| <b>2b:<br/>Establishing a culture for investigation and love of literature</b> | Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.   | Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.   | Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.   | Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.  |
| <b>2c:<br/>Establishing and maintaining library procedures</b>                 | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role. | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.                 | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.                                  | Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center. |
| <b>2d:<br/>Managing student behavior</b>                                       | There is no evidence that standards of conduct have been established, and little or no monitoring of student behavior. Response to student misbehavior is reactive, or disrespectful of student dignity.  | It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.                                      | Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.        | Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.   |
| <b>2e:<br/>Organizing physical space to enable smooth flow</b>                 | Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.   | Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.  | Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.   | Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.   |

Evidence:

**SELF-ASSESSMENT RUBRIC****Library/  
Media Specialist****Date:****Evaluator:****Date:****Domain 3: Delivery of Service**

| <b>Component</b>  | <b>Unsatisfactory</b>  | <b>Developing</b>   | <b>Proficient</b>  | <b>Distinguished</b>  |
|---|--|---|--|---|
| <b>3a:<br/>Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b> | Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas. | Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance. | Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas. | Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas. |
| <b>3b:<br/>Collaborating with teachers in the design of instructional units and lessons</b>   | Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.   | Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.  | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.   | Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.   |
| <b>3c:<br/>Engaging students in enjoying literature and in learning information skills</b>  | Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.   | Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.   | Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.  | Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.  |
| <b>3d:<br/>Assisting students and teachers in the use of technology in the library/media center</b>                                 | Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.  | Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.   | Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.  | Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.  |
| <b>3e:<br/>Demonstrating flexibility and responsiveness</b>   | Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.  | Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.  | Library/media specialist makes revisions to the library/media program when they are needed.  | Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.   |

Evidence:

## SELF-ASSESSMENT RUBRIC

|  |              |                   |              |
|--|--------------|-------------------|--------------|
| <b>Library/<br/>Media Specialist</b>           | <b>Date:</b> | <b>Evaluator:</b> | <b>Date:</b> |
| <b>Domain 4: Professional Responsibilities</b> |              |                   |              |

| Component   | Unsatisfactory   | Developing  | Proficient   | Distinguished   |
|---|--|---|--|---|
| <b>4a:<br/>Reflecting on Practice</b>                       | Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.  | Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.                   | Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved. | Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.  |
| <b>4b:<br/>Preparing and submitting reports and budgets</b> | Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late. | Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time. | Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.  | Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time. |
| <b>4c:<br/>Communicating with the larger community</b>      | Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.   | Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.   | Library/media specialist engages in outreach efforts to parents and the larger community.  | Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.   |
| <b>4d:<br/>Participating in a professional community</b>    | Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.      | Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects with specifically requested.                               | Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.   | Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.  |
| <b>4e:<br/>Engaging in professional development</b>         | Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.                | Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.  | Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.   | Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.                      |
| <b>4f:<br/>Showing professionalism</b>                      | Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.   | Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.  | Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.  | Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.          |

Evidence:

### Summative Evaluation Report

|             |  |
|-------------|--|
| School Year |  |
|-------------|--|

|                               |                                |                          |                            |                          |                           |                          |  |
|-------------------------------|--------------------------------|--------------------------|----------------------------|--------------------------|---------------------------|--------------------------|--|
| Library/Media Specialist Name |                                | Date                     |                            | Evaluator                |                           | School                   |  |
| Evaluation type this year     | <b>Non-Continuing Contract</b> | <input type="checkbox"/> | <b>Continuing Contract</b> | <input type="checkbox"/> | <b>Plan of Assistance</b> | <input type="checkbox"/> |  |

*This Summary Evaluation Report is based on the following evidence:*

| Types of Evidence                   |  |                                     |  |
|-------------------------------------|--|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Formal Specialist Observation and Post-Evaluation Conference           | <input type="checkbox"/>            | Professional Development Opportunities                         |
| <input checked="" type="checkbox"/> | Summative Goals  | <input type="checkbox"/>            | Library/Media Specialist Leadership Opportunities              |
| <input type="checkbox"/>            | Walk Through/Informal Observation                                      | <input type="checkbox"/>            | Library/Media Specialist Self Assessment/Reflective Conference |
| <input type="checkbox"/>            | Specialist Artifacts: i.e. Action Research, Unit Plan, Portfolio, etc. | <input checked="" type="checkbox"/> | Student Performance Data                                       |

#### Rating of Library/Media Specialist on the Components of Professional Practice

| Components of Professional Practice   | <i>Directions for completing this form: Click in the box and type. The box will expand as needed. The other evaluation items will scroll further down the page.</i> |                          |                          |          |
|---|---|--------------------------|--------------------------|----------|
| <b>Domain 1: Planning and Preparation</b>   | U   | D                        | P                        | Comments |
| 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology                           | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 1b: Demonstrating knowledge of school's program and student information needs within that program   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 1c: Establishing goals for the library/media program appropriate to the setting and the students served                                     | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 1e: Planning the library/media program integrated with the overall school program   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 1f: Developing a plan to evaluate the library/media program   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>Domain 2: The Environment</b>  | U   | D                        | P                        | Comments |
| 2a: Creating an environment of respect and rapport  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 2b: Establishing a culture for investigation and love of literature   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 2c: Establishing and maintaining library procedures   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 2d: Managing student behavior   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 2e: Organizing physical space to enable smooth flow   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |          |

| <b>Domain 3: Delivery of Service</b>   | U                        | D                        | P                        | Comments |
|--|--------------------------|--------------------------|--------------------------|----------|
| 3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 3b: Collaborating with teachers in the design of instructional units and lessons   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 3c: Engaging students in enjoying literature and in learning information skills  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 3d: Assisting students and teachers in the use of technology in the library/media center                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 3e: Demonstrating flexibility and responsiveness   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| <b>Domain 4: Professional Responsibilities</b>   | U                        | D                        | P                        | Comments |
| 4a: Reflecting on practice   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 4b: Preparing and submitting reports and budgets   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 4c: Communicating with the larger community  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 4d: Participating in a professional community  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 4e: Engaging in professional development   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |
| 4f: Showing professionalism  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |          |

Key to ratings: U = Unsatisfactory, D = Developing, P = Proficient, Comments required for ratings of U or D. Comments also used for indicating distinguished performance.

**Notable areas of performance:**

**Goals for the upcoming year:**

*Student Performance Data:*

- Suggested Valid Assessments: WY-TOPP, NWEA MAP, ACT, District Assessments (if validated), DIBELS*
- Suggested Other Assessments: Resource Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
- Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

|                           |                      |                          |                         |                          |
|---------------------------|----------------------|--------------------------|-------------------------|--------------------------|
| Employment Recommendation | Retain in Employment | <input type="checkbox"/> | Release from Employment | <input type="checkbox"/> |
|---------------------------|----------------------|--------------------------|-------------------------|--------------------------|

|                           |           |                          |          |                          |                    |                          |
|---------------------------|-----------|--------------------------|----------|--------------------------|--------------------|--------------------------|
| Evaluation type next year | Years 2-3 | <input type="checkbox"/> | Years 4+ | <input type="checkbox"/> | Plan of Assistance | <input type="checkbox"/> |
|---------------------------|-----------|--------------------------|----------|--------------------------|--------------------|--------------------------|

|                      |      |                     |      |
|----------------------|------|---------------------|------|
| Specialist Signature | Date | Evaluator Signature | Date |
|----------------------|------|---------------------|------|

*Library/Media Specialist's Signature denotes receipt of the evaluation and participation in the evaluation conference.*

Due Dates:

- **Years 1 - 3:** The first Post-Observation Conference and Summative Evaluation Report must be completed by December 15 of each year. The second Post-Observation Conference and Summative Evaluation Report must be completed by April 5 of each year. The Summative Evaluation Reports must be submitted to the Personnel Office by June 1 of each year.
- **Years 4+:** One Post-Observation and Summative Evaluation Report for year 4+ Library/Media Specialists must be completed and on file in the Personnel Office by June 1 of each year.
- **Plan of Assistance:** At least two Post-Observation Conferences and Summative Evaluation Reports for Library/Media Specialists on a Plan of Assistance must be completed and on file in the Personnel Office by April 5 of each year.
- **Library/Media Specialist Comments:** Specialist's comments, which are optional, are due no later than June 5.

Attach the following Documents:

- Library/Media Specialist Comments, if applicable
- Plan of Assistance, if applicable
- Library/Media Specialist comments (optional)

**Plan of Assistance**

|                                      |  |                   |  |
|--------------------------------------|--|-------------------|--|
| <i>Library/Media Specialist Name</i> |  | <i>Date</i>       |  |
| <i>School</i>                        |  | <i>Assignment</i> |  |
| <i>Evaluator</i>                     |  |                   |  |

*Please check the domains and components that are Unsatisfactory, Developing or Proficient.*

| Components of Professional Practice   |                          |                          |                          |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|
| Domain 1: Planning and Preparation  | U                        | D                        | P                        | Domain 3: Delivery of Service   | U                        | D                        | P                        |
| 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3a: Assessing Student Needs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b: Demonstrating knowledge of school's program and student information needs within that program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Students Needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c: Establishing goals for the library/media program appropriate to the setting and the students served                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3c: Using Counseling Techniques in Individual and Classroom Programs  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3d: Brokering Resources to Meet Needs   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e: Planning the library/media program integrated with the overall school program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3e: Demonstrating Flexibility and Responsiveness  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f: Developing a plan to evaluate the library/media program   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>Domain 4: Professional Responsibilities</b>  | <b>U</b>                 | <b>D</b>                 | <b>P</b>                 |
| Domain 2: The Environment   | U                        | D                        | P                        | 4a: Reflecting on Practice  |                          |                          |                          |
| 2a: Creating an environment of respect and rapport  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4b: Maintaining Records and Submitting Them in a Timely Fashion   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b: Establishing a culture for investigation and love of literature   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4c: Communicating With Families   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c: Establishing and maintaining library procedures   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4d: Participating in a Professional Community   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d: Managing student behavior   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4e: Engaging in Professional Development  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e: Organizing physical space to enable smooth flow   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4f: Showing Professionalism   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Goals for Improvement**

|  |
|--|
| <b>Clearly state the goals for improvement. Explain what the Library/Media Specialist needs to demonstrate and define what the expectations are for improvement.</b> |
| 1.   |
| 2.   |

|   |
|---|
| 3.  |
| <i>Recommended resources needed to assist in meeting goals:</i> |

| Goal | Activities designed to help Specialist meet the goal | Start Date | End Date | Results |
|------|--|------------|----------|---------|
| 1.   |  |            |          |         |
| 2.   |  |            |          |         |
| 3.   |  |            |          |         |

**Plan Review Dates**

*The Library/Media Specialist and evaluator must meet at least monthly to review the progress of performance on the goals for improvement.*

| Date | Summary of Progress | Specialist Signature | Evaluator Signature |
|------|---------------------|----------------------|---------------------|
|      |                     |                      |                     |
|      |                     |                      |                     |
|      |                     |                      |                     |
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|      |                     |                      |                     |

**Determination of Employment Status**

*Library/Media Specialists may be placed on a Plan of Assistance for no more than two consecutive years. If the Specialist is proficient in all domains and in the majority of the components under each domain, they will be moved to the summative evaluation. If the Specialist does not meet the specifications on the Plan of Assistance, the Specialist will be recommended for termination of employment. The Library/Media Specialist must receive a completed copy of this plan when it is written. Attach a copy of the Plan of Assistance to the Summative Evaluation Report.*

**Library/Media Specialist Status Completed at the last Summative Evaluation Report conference for the year.**

|                          | Return Library/Media Specialist to Summative Evaluation   | <b>Signatures</b>               |              |
|--------------------------|---|---------------------------------|--------------|
| <input type="checkbox"/> | <i>Continue Library/Media Specialist on Plan of Assistance for the following year (up to two years)</i> | <i>Library/Media Specialist</i> | <i>Date:</i> |
| <input type="checkbox"/> | <i>Library/Media Specialist is recommended for termination of employment</i>                            | <i>Evaluator</i>                | <i>Date:</i> |