Overview

Stakeholders
During the 2005-2006 school year, a Teacher Evaluation Team was established to create a new evaluation system, modeled after Charlotte Danielson's work. This team included certified staff and administrators from elementary, middle and high school levels. The team has continued to meet a minimum of two times per year. A survey is administered each spring to all district certified staff to gather input and receive feedback on our evaluation system. The 2010-11 Teacher Evaluation Team, which included all school administrators and a school board member in addition to certified staff members, utilized the work of Dr. Paula Bevan to thoroughly review and revise the Teacher Evaluation system. The 2011-12 Teacher Evaluation Team continued revising the Teacher Evaluation and created evaluation systems for Counselors, Instructional Facilitators, Library/Media Specialists, Nurses, School Psychologists, Therapeutic Specialists and Title I Teachers. Each group's evaluation system was subsequently reviewed by group members.

2010-11 Teacher Evaluation Team	2011-12 Teacher Evaluation Team
Stefanie Bell, School Board Member	Stefanie Bell, School Board Member
Betsy Sell, Assistant Superintendent and Curriculum Director	Betsy Sell, Assistant Superintendent and Curriculum Director
Dr. Kip Hanich, Special Education Director	Dr. Kip Hanich, Special Education Director
Brandon Jensen, Principal	Brandon Jensen, Principal
Brenda Farmer, Principal	Brenda Farmer, Principal
Tom Cook, Principal	Tom Cook, Principal
Jill Donley, Principal	Jill Donley, Principal
Larry Gerber, Principal	Tim Foley, Principal
Jeremiah Johnston, Assistant Principal	Jeremiah Johnston, Assistant Principal
Sean Murray, Assistant Principal	Sean Murray, Assistant Principal
Kelly Merager, Assistant Principal	Kelly Merager, Assistant Principal
Dorla Herrod, Certified Teacher	Niki Tisthammer, Certified Title I Teacher
Niki Tisthammer, Certified Title I Teacher	Jann Ellsbury, Certified Teacher
Jann Ellsbury, Certified Teacher	Susie Mann, Certified Special Education Teacher
Susie Mann, Certified Special Education Teacher	Teresa Decker, Certified Teacher
Teresa Decker, Certified Teacher	Anissa Bree, Certified Teacher
Anissa Bree, Certified Teacher	Julie Sax, Certified Instructional Facilitator
Dean Olenik, Certified Teacher	
Julie Sax, Certified Instructional Facilitator	

Performance Criteria
The PCSD #6 evaluation system is aligned with the standards of the Wyoming Professional Teaching Standards Board and is research based in accordance with Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and The Framework for Teaching Evaluation Instrument, 2013 Edition. ETS Pathwise "Components of Professional Practice" was used as an additional resource to further develop the performance description (criteria) of each component of professional practice.

- The primary objective of an evaluation system is to improve performance through professional growth and development and to facilitate a positive learning environment in which both students and certified staff experience success, growth, and achievement.
- Evaluation is a collaborative, continual improvement process based on clear expectations, and objective data, in which competence is verified, areas of needed growth are identified, strengths are assessed, and excellence is acknowledged. The evaluation requires professional growth in which employees are empowered to be reflective and self-directed.
- The supervision and evaluation process supports the belief that each person is a unique individual, whose differences allow him/her to demonstrate proficiency in a variety of ways. Supervisors are encouraged to recognize and support these differences.

Professional Growth
As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified collaboratively through the evaluation process from the previous year(s), including observations, self-assessment/reflection conference, post-observation conference and professional growth plan. Feedback is provided to the certified staff member as described in the Track 1, 2 and 3 system of evaluation cycle.

Training of Evaluators
Training of evaluators involves workshops, discussions and/or book studies at the district level. These have included: Enhancing Professional Practice: A Framework for Teaching, 1st and 2nd editions, The Framework for Teaching Evaluation Instrument, 2013 Edition, Pathwise Components of Professional Practice (© 2001), Dr. Paula Bevan's "Tools for Teacher Evaluation" (© 2010), and Charlotte Danielson training. Certified Evaluation Team meetings, held at least three times per year, provide the opportunity for discussion and reflection on evaluation practices. Training for evaluators will occur at a minimum of once every three years.

Data Collection
The collection process includes the types of data and how it will be collected. The data and artifacts collected are clearly tied to certified staff and student performance criteria.

Student Performance
The district uses multiple student performance data for each employee to review student growth. The certified staff Professional Growth Plan identifies and explains the expected impact on student performance as expressed through the teacher's established PGP goal(s).

Evaluation Cycles/Contracts
As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and/or collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified through the evaluation process from the previous year(s), including observations, post-observation conferences and professional growth plan. Feedback is provided to the certified staff member throughout the evaluation process.

Description of *Non-Continuing Contract* Performance Evaluation Cycle

Date	Years 1 - 3	Years 4+	Plan of Assistance* (Timeline determined by administration)	
October 15	Professional Growth Plan written and approved	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	First Summative Evaluation Report (includes self-assessment/reflection conference)	*Optional* Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	*Optional* Mid Year Growth Plan Review	*Optional* Mid Year Growth Plan Review		N/A
April 5	Second Summative Evaluation Report (includes self-assessment/reflection conference)	Summative Evaluation Report (includes self-assessment/reflection conference)	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of employment recommendation	Notification of employment recommendation	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)	Professional Growth Plan Evaluation Report (includes post conference)		N/A

Years 1 - 3 Library/Media Specialists
- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

Years 4+ Library/Media Specialists
- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

* 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 and timeline is determined by administration.
- When a Library/Media Specialist is placed on a Plan of Assistance their current Professional Growth Plan is suspended. 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 *Continuing Contract* Performance Evaluation Cycle

Date	Continuing Contract	Plan of Assistance* (Timeline determined by administration)	
October 15	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	*Optional* Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	*Optional* Mid Year Growth Plan Review		N/A
April 5	Summative Evaluation Report (includes self-assessment/reflection conference)	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of renewal	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)		N/A

Continuing Contract Library/Media Specialists
- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of renewal is April 15.

* 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 and timeline is determined by administration.
- When a Library/Media Specialist is placed on a Plan of Assistance their current Professional Growth Plan is suspended. 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 Cycle	Procedures
Years 1-3	• Professional Growth Plan required • Two Self-Assessment/Reflection Conferences • Two Summative Evaluation Reports to include Post Conferences
Years 4+	• Professional Growth Plan required • One Self-Assessment/Reflection Conference • One Summative Evaluation Report to include Post Conference
Plan of Assistance	• Current Professional Growth Plan is suspended when a Library/Media Specialist is placed on a Plan of Assistance • Timeline is determined by administration • Plan of Assistance is given to the Library/Media Specialist by their evaluator and details the required growth/improvement activities • Two Post-Observation Conferences • Two Summative Evaluation Reports • 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 • A Library/Media Specialist may be on a Plan of Assistance for **not more than two consecutive years**

Rubric for Professional Growth Plan

Circle or highlight the descriptors that describe the plan being evaluated. Record findings on the Professional Growth Plan Evaluation Report.

Criteria	Unsatisfactory	Developing	Proficient	Distinguished
Plan Approval Process	• Little to no preparation evident before conference	• Some preparation evident before conference	• Was prepared with a written draft of PGP • Clearly explained ideas, activities and plan. • Links plan to established goals in the district.	• All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PGP
Plan Quality	• Vague or non existent connection to Domains, Components, district, school, grade level, department initiatives and impact student achievement • Plan does not have a solid basis. Library/Media Specialist should start over	• Ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement are weak • Plan needs rework and revision	• Plan clearly ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement • Plan is well thought out and designed • Plan includes a timeline for activities	• All of Proficient plus Library/Media Specialist has initiated activities on their own beyond the scope of the plan
Plan Organization	• Difficult to detect a pattern of logical organization	• Sequence and order are questionable or confusing	• Plan has a clear direction and logical, sequence	• All of Proficient plus plan has a clear order and sequence and explanatory details
Rigor of Plan and Resources	• Plan is simplistic • Resources not considered	• Plan is too narrow and simplistic or too grandiose • Resources not fully considered or unreasonable	• Plan is reasonable and realistic but also important and rigorous • Resources are reasonable and attainable	• All of Proficient plus Library/Media Specialist has a method for obtaining the necessary resources
Plan Activities	• Activities are simplistic or grandiose and are misaligned with district or school initiatives	• Activities are too easy or too complex and are somewhat misaligned with district or school initiatives • Amount of time for activities not considered	• Activities are within the scope of the Library/Media Specialist to accomplish • Activities take an appropriate amount of time to accomplish	• All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning
Plan Results	• Results are not noted or are incomplete	• Plan results are evident but difficult to understand or connect to district or school initiatives	• Results are summarized • Results are organized • Results are clear evidence of impacting district or school initiatives	• All of Proficient plus results are displayed in an easy to understand and easy to share format
Impact of Plan on Student Performance	• Little to no evidence of activities being connected to improving student performance	• Connections to improving student performance are unclear	• Clear explanation and evidence of the expected impact on student performance is provided • Include specified validated assessment to be used	• All of Proficient plus a plan to gather follow-up data on student performance is included
Sharing Results	• Little to no plan for sharing the results	• Library/Media Specialist plan to share results is unformed, sketchy and unclear	• Library/Media Specialist has a plan to share the results of their efforts with colleagues	• All of Proficient plus details the materials to be shared with colleagues

SELF-ASSESSMENT RUBRIC

Library/
Media Specialist _____   **Date** _____   **Evaluator** _____   **Date** _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing	Proficient	Distinguished
1a: **Demonstrating knowledge of literature and current trends in library/media practice and information technology**	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.
1b: **Demonstrating knowledge of the school's program and student information needs within that program**	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.
1c: **Establishing goals for the library/media program appropriate to the setting and the students served**	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.
1d: **Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan**	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.
1e: **Planning the library/media program integrated with the overall school program**	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.
1f: **Developing a plan to evaluate the library/media program**	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

Component	Unsatisfactory	Developing	Proficient	Distinguished
2a: **Creating an environment of respect and rapport**	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.
2b: **Establishing a culture for investigation and love of literature**	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.
2c: **Establishing and maintaining library procedures**	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.
2d: **Managing student behavior**	There is no evidence that standards of conduct have been established, and little or no monitoring of student behavior. Response to student misbehavior is repressive, 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.
2e: **Organizing physical space to enable smooth flow**	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

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a: **Maintaining and extending the library collection in accordance with the school's needs and within budget limitations**	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.
3b: **Collaborating with teachers in the design of instructional units and lessons**	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.
3c: **Engaging students in enjoying literature and in learning information skills**	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.
3d: **Assisting students and teachers in the use of technology in the library/media center**	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.
3e: **Demonstrating flexibility and responsiveness**	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

Library/
Media Specialist _____   **Date** _____   **Evaluator** _____   **Date** _____

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Developing	Proficient	Distinguished
4a: **Reflecting on Practice**	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.
4b: **Preparing and submitting reports and budgets**	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.
4c: **Communicating with the larger community**	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.
4d: **Participating in a professional community**	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.
4e: **Engaging in professional development**	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.
4f: **Showing professionalism**	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:

Professional Growth Plan

(Required annually for each Therapeutic Specialist. Professional Growth Summative Evaluation plans will be significantly expanded and with more detail.)

Specialist name		*Position*	
Date		*School*	

Briefly Describe Your Professional Growth Plan for This Year

Initial Approval of Plan

Library/Media Specialist Signature	*Date*	*Administrator Signature*	*Date*

Optional Mid Year Growth Plan Review Conference

Library/Media Specialist Signature	*Date*	*Administrator Signature*	*Date*

Summative Evaluation Conference

Library/Media Specialist Signature	*Date*	*Administrator Signature*	*Date*

All Professional Growth Plans must: Be linked to the Components of Professional Practice, support district, school, grade level or department initiatives, and include the anticipated impact of goal attainment on student achievement. My Professional Growth Plan is focused on the following components of Professional Practice. (Please check all that apply.)

Components of Professional Practice			
Domain 1: Planning and Preparation		**Domain 3: Instruction**	
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology		3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	
1b: Demonstrating knowledge of school's program and student information needs within the program		3b: Collaborating with teachers in the design of instructional units and lessons	
1c: Establishing goals for the library/media program appropriate to the setting and the students served		3c: Engaging students in enjoying literature and in learning information skills	
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan		3d: Assisting students and teachers in the use of technology in the library/media center	
1e: Planning the library media program integrated with the overall school program		3e: Demonstrating flexibility and responsiveness	
1f: Developing a plan to evaluate the library/media program		**Domain 4: Professional Responsibilities**	
Domain 2: The Classroom Environment		4a: Reflecting on practice	
2a: Creating an environment of respect and rapport		4b: Preparing and submitting reports and budgets	
2b: Establishing a culture for investigation and love of literature		4c: Communicating with the larger community	
2c: Establishing and maintaining library procedures		4d: Participating in a professional community	
2d: Managing student behavior		4e: Engaging in professional development	
2e: Organizing physical space to enable smooth flow		4f: Showing professionalism	

Describe the district, school, grade level or department initiative(s) that are linked to your plan.

Describe the anticipated impact of plan attainment on student achievement.

Professional Growth Action Plan

Activity	Domain	Date		Resources	Results	Evidence
		Start	End			

Attach a copy of the Professional Growth Plan to the Summative Evaluation Report or to the Professional Growth Plan Evaluation Report.

Professional Growth Plan Evaluation Report

School Year	

Specialist Name		*Date*		*Evaluator*		*School*	

Attach a copy of the Professional Growth Plan to this document. Circle the rubric descriptor that most nearly matches the plan.

Criteria	U	D	P	Comments
Plan Approval Process	☐	☐	☐	
Plan Quality	☐	☐	☐	
Plan Organization	☐	☐	☐	
Rigor of Plan and Resources	☐	☐	☐	
Plan Activities	☐	☐	☐	
Plan Results	☐	☐	☐	
Impact on Student Performance	☐	☐	☐	
Sharing Results	☐	☐	☐	

Summary of Professional Growth Plan conference discussion/notes:

Student Performance Data:
1. *Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS*
2. *Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
3. *Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

Evaluation cycle for next year	*Years 2-3*	☐	*Years 4+*	☐	*Plan of Assistance*	☐

Employment Recommendation	*Retain in Position*	☐	*Release from Employment*	☐

Specialist Signature		Date	Evaluator Signature		Date

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

Summative Evaluation Report

School Year	

Specialist Name		Date		Evaluator		School	
Evaluation cycle this year	Years 1-3		☐	Years 4+	☐	Plan of Assistance	☐

This Summary Evaluation Report is based on the following evidence:

	Types of Evidence		
X	Formal Specialist Observation and Post-Evaluation Conference	☐	Professional Development Opportunities
X	Professional Growth Plan	☐	Specialist Leadership Opportunities
☐	Walk Through/Informal Observation	☐	Specialist Self Assessment/Reflective Conference
☐	Specialist Artifacts: i.e. Action Research, Unit Plan, Portfolio, etc.	X	Student Performance Data

Rating of Therapeutic Specialist on the Components of Professional Practice

Components of Professional Practice				
Domain 1: Planning and Preparation	U	D	P	Comments
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	☐	☐	☐	
1b: Demonstrating knowledge of school's program and student information needs within that program	☐	☐	☐	
1c: Establishing goals for the library/media program appropriate to the setting and the students served	☐	☐	☐	
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	☐	☐	☐	
1e: Planning the library/media program integrated with the overall school program	☐	☐	☐	
1f: Developing a plan to evaluate the library/media program	☐	☐	☐	
Domain 2: The Environment	U	D	P	Comments
2a: Creating an environment of respect and rapport	☐	☐	☐	
2b: Establishing a culture for investigation and love of literature	☐	☐	☐	
2c: Establishing and maintaining library procedures	☐	☐	☐	
2d: Managing student behavior	☐	☐	☐	
2e: Organizing physical space to enable smooth flow	☐	☐	☐	

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

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

Summary of evaluation conference discussion/notes:

Student Performance Data:
1. *Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS*
2. *Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
3. *Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

Employment Recommendation	*Retain in Employment*	☐	*Release from Employment*	☐

Evaluation cycle for next year	*Years 2-3*	☐	*Years 4+*	☐	*Plan of Assistance*	☐

Specialist Signature		Date	Evaluator Signature		Date

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

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.

Due Dates:
- **Years 1-3**: *The first Post-Observation Conference and Summative Evaluation Report must be completed and on file in the Personnel Office by December 15 of each year and the second Post-Observation Conference and Summative Evaluation Report completed and on file in the Personnel Office by April 5 of each year.*
- **Years 4+**: *One Post-Observation and Summative Evaluation Report must be completed and on file in the Personnel Office by April 5 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 comments, which are optional, are due no later than April 10.*

Attach the following Documents:
- *Professional Growth Plan*
- *Library/Media Specialist Comments if applicable*
- *Plan of Assistance if applicable*
- *Library/Media Specialist comments (optional)*

Plan of Assistance

Specialist Name		Date	
School		Assignment	
Evaluator			

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	☐	☐	☐	3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	☐	☐	☐
1b: Demonstrating knowledge of school's program and student information needs within that program	☐	☐	☐	3b: Collaborating with teachers in the design of instructional units and lessons	☐	☐	☐
1c: Establishing goals for the library/media program appropriate to the setting and the students served	☐	☐	☐	3c: Engaging students in enjoying literature and in learning information skills	☐	☐	☐
1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan	☐	☐	☐	3d: Assisting students and teachers in the use of technology in the library/media center	☐	☐	☐
1e: Planning the library/media program integrated with the overall school program	☐	☐	☐	3e: Demonstrating flexibility and responsiveness	☐	☐	☐
1f: Developing a plan to evaluate the library/media program	☐	☐	☐	**Domain 4: Professional Responsibilities**	U	D	P
Domain 2: The Environment	U	D	P	4a: Reflecting on practice	☐	☐	☐
2a: Creating an environment of respect and rapport	☐	☐	☐	4b: Preparing and submitting reports and budgets	☐	☐	☐
2b: Establishing a culture for investigation and love of literature	☐	☐	☐	4c: Communicating with the larger community	☐	☐	☐
2c: Establishing and maintaining library procedures	☐	☐	☐	4d: Participating in a professional community	☐	☐	☐
2d: Managing student behavior	☐	☐	☐	4e: Engaging in professional development	☐	☐	☐
2e: Organizing physical space to enable smooth flow	☐	☐	☐	4f: Showing professionalism	☐	☐	☐

Goals for Improvement

Clearly state the goals for improvement. Explain what the Library/Media Specialist needs to demonstrate and define what the expectations are for improvement.
1.
2.
3.

Recommended resources needed to assist in meeting goals:

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	Library/Media Specialist Signature	Evaluator Signature

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 appropriate evaluation cycle. If the Specialist does not meet the specifications on the Plan of Assistance, the Specialist will be recommended for termination of employment. The 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.

☐	*Place Specialist in appropriate cycle of counselor evaluation*	***Signatures***
☐	*Continue Specialist on Plan of Assistance for the following year (up to two years)*	*Specialist Date*
☐	*Specialist is recommended for termination of employment*	*Evaluator Date*