

MATTOON COMMUNITY UNIT SCHOOL DISTRICT #2
MEDIA SPECIALIST
EVALUATION PROCEDURES AND FORMS



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NON-TENURED MEDIA SPECIALIST EVALUATION PROCEDURES

Purpose:

The purpose of the *Non-Tenured Media Specialist Procedures* section of this document is to provide an outline of the non-tenured employee evaluation process and procedure utilized throughout the District.

Administrative General Procedures:

- Each building Principal is to turn in a list of all employees to be evaluated (tenured and non-tenured) to the Human Resource Office by **September 15th** of each academic school year.
- Go over non-tenured evaluation process with all new non-tenured employees during new employee orientation or during a time prior in which non-tenured employee evaluations are to take place.
- Ensure that all phases of the non-tenured evaluation process are discussed and followed.
- Distribute a list of all employees (tenured and non-tenured) that are to be evaluated during the current school year at the first employee meeting held in August of each academic school year.

Non-Tenured Employee Evaluation Procedures:

- Conduct a pre and post conference for every formal observation.
- Conduct a post conference for every formal and informal observation within **15 school days** of the observation.
- Conduct one evaluation cycle (**at least one formal and one informal observation**) per semester during year **one and two for non-tenured employees**. Complete the first evaluation cycle no later than **December 1st**. The purpose of the first evaluation cycle is to provide feedback to the non-tenured employee. Complete the second evaluation cycle and have the completed **SUMMATIVE** evaluation turned into the Human Resources Office by **March 1st**. The final evaluation conference with non-tenured employees will take place at least forty-five (45) days before the end of the school term.
- Conduct one annual evaluation cycle during years three and four for non-tenured employees. However, if an administrator concern exists related to the performance of a third or fourth year non-tenured employee, the administrator will conduct additional evaluations.
- Informal observations can occur at anytime.
- During the evaluation process-document everything that is relevant. Document every conference and observation.

TENURED EMPLOYEE EVALUATION PROCEDURES

ARTICLE 8

8.1 STATEMENT OF PURPOSE

The purpose of evaluation is to make a periodic judgment about each employee's performance leading to a written statement that the employee is "excellent," "proficient," "needs improvement" or "unsatisfactory."

8.2 SCHEDULE OF EVALUATION

- A. Each tenured employee will be evaluated on a two-year schedule. If an administrator finds it necessary to evaluate a tenured employee who received a rating of "satisfactory" (2011-2012 only) or "proficient" or higher in the previous year, the administrator shall notify such tenured employee in writing stating the cause for such additional evaluation. No "proficient" or "excellent" employee will be evaluated more than one time in any one year.

Each non-tenured employee shall be evaluated no more than twice each year until tenured; however, only the final summative evaluation in any given year will be used for the purposes relating to reduction-in-force as described in Section 7.7 of this Agreement. A tenured employee who receives a rating of "unsatisfactory" and successfully completes remediation or a tenured employee who receives a rating of "needs improvement" will be evaluated once in the year following receipt of the rating.

Tenured employees under remediation will be evaluated according to the remediation plan which shall not be limited to the procedures set forth in this Article 8.

Tenured employees most recently evaluated as "proficient" or "excellent" who were not evaluated in the prior school year and who have been informed that they will not be evaluated in the current school year, shall have the right to be evaluated if they so request. Tenured employees who were rated "proficient" or "excellent" in their last evaluation of the prior school year may ask to be evaluated in the current school year, with the evaluation to be conducted at the discretion of the evaluator.

Each building administrator will develop a schedule of evaluations for the employees assigned to his/her building. The administrator may alter the schedule

if, for reasons such as transfers, attrition, retirement and the like, the number of employees to be evaluated over a two-year period would be substantially unequal.

- B. No later than September 15, and before any pre-observation conference or any observation takes place in any school term, the building principal or evaluators shall conduct a meeting(s) to inform the faculty as a whole about the evaluation procedures, standards and instruments to be used. This in-service may be district-wide and/or building meeting(s). Arrangements will be made to in-service any employee absent from the district/building meeting prior to his/her evaluation. The employee, during the first pre-observation conference, shall notify the evaluator if he/she has not received this in-service.

8.3 CERTIFIED EMPLOYEE EVALUATION TIMELINE

No later than September 15	The building principal or evaluator will present evaluation information to all employees through a district-wide or building meeting as provided in 8.2.
Before each formal observation	An appointment shall be made for the pre-observation conference.
Within 15 school days of each classroom observation	A post-observation conference will be held for each formal or informal classroom observation.
No later than May 15	All tenured employee evaluations to be completed including the final evaluation conference and rating.

8.4 LIST OF EVALUATORS

Only administrators who have been qualified in accordance with the Illinois State Board of Education regulations may conduct evaluations of certified employees. By September 15 each year, the administration shall make available to the Association a list of all of the District's qualified evaluators. Any changes in the list will be sent to the Association within fifteen (15) working days.

8.5 OBSERVATIONS

A. Observation and Evaluators

A qualified evaluator will evaluate each employee by formal and informal observations. Formal observations shall take place at times during which the employee is engaged in his or her primary assignment. Teachers shall not be expected to prepare an unreasonable amount of materials as part of their

evaluations. All formal observations shall be no less than forty-five (45) minutes or one class period. The pre-conference will not apply to informal observations. The evaluator shall advise the teacher at the start of an informal observation. The final evaluation will be determined from a minimum of (1) one formal observations and a maximum total of four (4) observations. If the evaluator maintains that special circumstances exist which lead to the need for an increase in the number of observations, the evaluator shall meet with the employee to discuss such circumstances before any additional observations are conducted. The Association shall be notified and shall be allowed to appeal the decision to the Superintendent. The employee may request that the additional observations be conducted by a different evaluator.

B. Other Relevant Information

In addition to formal and informal observations, evaluators may consider information from other sources which are relevant and material to evaluation as long as the evaluator or administrator notifies the teacher within ten (10) days of the occurrence, or the evaluator's knowledge thereof; however, anonymous material shall not be used. This information shall not be used as the sole information to render an employee "unsatisfactory" in the overall rating. The data gathered during the observation of the employee's primary responsibility shall be the principal source of information, and the data described in this paragraph secondary in determining the evaluation rating.

C. Formal Observation Process

The formal observation process will be initiated by the evaluator with the scheduling of a pre-observation conference with the employee to be evaluated. The evaluator will review applicable observation instruments and the evaluator will establish the date and time of the formal observation. The employee will identify the topic of the lesson or activity which is scheduled to occur. The administrator and employee may agree to the employee's demonstration of particular skills to be observed during the formal observation and schedule the observation for a time and date such will occur.

During observations of the employee, the evaluator may use the data-collection method of choice. The evaluator shall endeavor to advise the employee of the data collection method at a pre-observation conference (if one is required). However, the evaluator may alter the data collection method, if in his or her discretion, the same is necessary or convenient for a meaningful observation. The evaluator will review data collected at a formal observation post-observation conference.

Any data gathered during the formal observation shall be shared with the employee and reduced to writing on the observation report form. Data gathering notes shall be destroyed unless attached to the observation report form.

D. Post Observation Conference

Except in case of emergency or absence, such as the illness of the evaluator or employee, within fifteen (15) school days of each formal or informal observation, a post-observation conference will be held. The purpose of the conference will be to discuss the observation and data collected.

E. Final Evaluation Conference

No more than fifteen (15) school days following the final observation, except in case of emergency or absence, such as the illness of the evaluator or employee, and before May 15, the evaluator will complete an evaluation conference with tenured employees. The final evaluation conference with non-tenured employees will take place at least forty-five (45) days before the end of the school term. The evaluator will reduce the evaluation to writing on the evaluation instrument, and give a copy to the employee. The evaluator will discuss the strengths and weaknesses of the employee, the overall rating, and supporting reasons.

F. Employee Right to Respond

The employee shall have the right to respond in writing and to have a meeting with the administrator to discuss the evaluation, if the employee requests, within ten (10) school days of receiving the evaluation. Within twenty (20) calendar days after the final evaluation conference, the employee may make a written response to be attached to the final written evaluation.

8.6 TRAVELING OR UNASSIGNED EMPLOYEES

Traveling employees, or employees not assigned to a single building, will be observed and evaluated by only one evaluator. In most cases, the evaluator will be the employee's primary supervisor. The primary supervisor may solicit input from administrators in other buildings to which the employee is assigned.

8.8 FINAL EVALUATION CALCULATION

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as one (1) for unsatisfactory, two (2) for needs improvement, three (3) for proficient, and four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains. Domain 1 will be weighted as 15%; Domain 2 as 35%; Domain 3 as 40%; and Domain 4 as 10%.

- A summative rating of Excellent shall be given an employee with a weighted average score greater than or equal to 3.4.
- A summative rating of Proficient shall be given an employee with a weighted average score greater than or equal to 2.7 up to 3.3.
- An employee with a weighted average score greater than or equal to 2.0 and up to 2.6 will receive a summative rating of Needs Improvement.
- An employee with a weighted average score below 2.0 will receive a summative rating of Unsatisfactory.

The following calculation is used to find the summative rating:

$$(\text{Average of Domain 1} \times .15) + (\text{Average of Domain 2} \times .35) + (\text{Average of Domain 3} \times .40) + (\text{Average of Domain 4} \times .10) = \text{Summative Rating.}$$

A tool that can be used to calculate the summative rating will be made available on the district web site before summative ratings are provided to employees.

8.9 REMEDIATION

Within thirty (30) school days after completion of a written evaluation which rates a teacher as "unsatisfactory," the evaluating administrator will, with the participation of a consulting teacher and the teacher deemed "unsatisfactory," formulate and commence a remediation plan designed to correct the deficiencies cited.

The remediation plan will include evaluations by a qualified administrator every thirty (30) school days, and a final remediation rating for the ninety (90) school days constituting the remediation period.

The observations for a tenured employee under remediation will conform to the remediation plan. Remediation plans are not incorporated into this Agreement.

8.10 CONSULTING TEACHER

The Employer may use a “consulting teacher” to help formulate a remediation plan and to give advice to the employee under remediation. The Mattoon Education Association may, if it so chooses, supply a roster of qualified employees from whom the consulting teacher is to be selected. The consulting teacher must have at least five (5) years teaching experience, must have a reasonable familiarity with the assignment of the teacher being evaluated, and must have received an “excellent” rating on his most recent evaluation.

The Employer will notify the employee in writing of his selection as consulting teacher. It will state in the notice that acceptance is voluntary. The Employer will not compel any employee, who is otherwise qualified, to participate in a remediation program as a consulting teacher. In the event that no employee is qualified, or no employee volunteers to be a consulting teacher, the Employer will request that the Regional Office of Education supply an individual who meets the criteria, or will choose a qualified employee from another Illinois school district.

A Mattoon Community Unit #2 consulting teacher will assist in his remediation responsibilities during the time when he is not scheduled to teach and will receive compensation at the hourly rate specified in Article 7. The consulting teacher will develop with the remediating teacher a consultation schedule which beyond forty (40) hours must be approved by the Superintendent.

With respect to a teacher that has been rated “unsatisfactory,” the consulting teacher will make no evaluation in any circumstance. No statements by the consulting teacher about any aspect of the remediating teacher, either personal or related to the behavior under remediation, will be used in any evaluation, conversations, hearings, or records. It is the intention of the parties that any statements made by the consulting teacher to or about the remediating teacher are confidential between those two individuals and are not to be used by any other person for any reason.

The Employer shall provide for the consulting teacher the same liability insurance protection as is provided for the school district administrators.

If, after thirty (30) days of working with the consulting teacher, the remediating teacher determines that the consulting teacher is not helping him or her remediate, he or she may request another consulting teacher from the pool of consulting teachers by a written request to the participating principal.

8.11 PROFESSIONAL DEVELOPMENT PLAN (PDP)

Within thirty (30) school days after the completion of an evaluation rating a tenured teacher as “needs improvement,” a district evaluator shall develop, in consultation with

the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, a professional development plan directed to the areas that need improvement and indicating any supports that the district will provide to address the areas identified as needing improvement. The plan will be conducted in accordance with the PDP Guidelines attached to this Agreement as Appendix C. Failure to complete the plan will not affect the employee's rating. Completion of the plan shall be taken into consideration when the employee is evaluated in the year following the rating of "needs improvement."

EMPLOYEE EVALUATION FORM

Employee: _____ Full-Time: [] Part-Time: []

Years of Experience: _____ Discipline/Grade Level: _____

School or Worksite: _____

Subject/Grade Level/Assignment: _____

Number of: Students/Class: _____ IEP: _____ Title I: _____

Evaluator: _____

Rating System

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as:

- One (1) for unsatisfactory,
- Two (2) for needs improvement,
- Three (3) for proficient, and
- Four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains.

- Domain 1 will be weighted as 15%;
- Domain 2 as 35%;
- Domain 3 as 40%; and
- Domain 4 as 10%.

Summative Rating

- **Excellent (4)** - shall be given to employees with a weighted average score greater than or equal to 3.4.
- **Proficient (3)**- shall be given to employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- **Needs Improvement (2)** – shall be given to employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- **Unsatisfactory (1)** – shall be given to employees with a weighted average score below 2.0.

Example

Domain 1 average score $_{2.8}_$ x $_{.15}_$ = $_{.42}_$

Domain 2 average score $_{2.3}_$ x $_{.35}_$ = $_{.81}_$

Domain 3 average score $_{2.0}_$ x $_{.40}_$ = $_{.80}_$

Domain 4 average score $_{2.6}_$ x $_{.10}_$ = $_{.26}_$

Total = $_{2.29}_$ = weighted average score

Summative Score:

- Excellent (4)**
Employees with a weighted average score greater than or equal to 3.4.
- Proficient (3)**
Employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- Needs Improvement (2)**
Employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- Unsatisfactory (1)**
Employees with a weighted average score below 2.0.

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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 practice and information technology.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's curriculum and of students' needs for information skills within the curriculum.	Library/media specialist demonstrates Needs Improvement knowledge of the school's curriculum and of students' needs for information skills within the curriculum.	Library/media specialist demonstrates thorough knowledge of the school's curriculum and of students' needs for information skills within the curriculum.	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.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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 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 in the school, in other schools in the district, and in the larger community to advance program goals.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.

Domain 2: Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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 students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict 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 the 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.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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 or enthusiasm toward 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. It is evident that a reading culture has been developed.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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. Coordinates with library assistants when applicable.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Coordinates with library assistants in an effort to create a professional environment and working rapport.	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. Instructs library assistants in an effort to ensure that they work independently and contribute to the success of the media center.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is 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.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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. Budget is not balanced.	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. Specialist has a general understanding of the budget.	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. Specialist has an exact understanding of the budget and does not over spend accounts.	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. Specialist has a plan to include prioritization of needs within the budget.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b: Collaborating with teachers in the design of instructional units and lessons	The LMS declines to collaborate with classroom teachers in the design of instructional lessons and units.	The LMS works with classroom teachers in lesson instruction when specifically asked to do so.	The LMS initiates collaboration with classroom teachers in the design of instructional lessons and units.	The LMS initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c: Engaging students in enjoying literature and in learning information skills	LMS does not engage students in the enjoyment of literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	LMS engages some students in enjoying literature and in learning information skills with uneven design of activities, grouping strategies, or partially appropriate materials.	LMS engages most students in enjoying literature and in learning information skills because of effective design of activities and appropriate materials.	LMS engages students in learning information skills and takes the initiative in ensuring the engagement of their peers.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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 be proactive in improving the library/media program and makes changes as needed.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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 when 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.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
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 when funds are available.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as sharing information with colleagues.

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f Showing Professionalism	The LMS has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The LMS fails to comply with school and district regulations and time lines.	The LMS is honest and well intentioned in serving students and contributing to decisions in the school, but the LMS's attempts to serve students are limited. The LMS complies minimally with school and district regulations, doing just enough to get by.	The LMS displays a high level of ethic and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The LMS displays the highest standards of ethical conduct and professionalism. The LMS takes a leadership role in educating students and staff in the expectations of school and district regulations.

Summative Rating Calculation

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as:

- One (1) for unsatisfactory,
- Two (2) for needs improvement,
- Three (3) for proficient, and
- Four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains.

- Domain 1 will be weighted as 15%;
- Domain 2 as 35%;
- Domain 3 as 40%; and
- Domain 4 as 10%.

Domain 1 average score _____ x .15 = _____

Domain 2 average score _____ x .35 = _____

Domain 3 average score _____ x .40 = _____

Domain 4 average score _____ x .10 = _____

Total = _____ = weighted average score

Summative Rating Score

Excellent (4) - shall be given to employees with a weighted average score greater than or equal to 3.4.

Proficient (3)- shall be given to employees with a weighted average score greater than or equal to 2.7 up to 3.3.

Needs Improvement (2) – shall be given to employees with a weighted average score greater than or equal to 2.0 and up to 2.6.

Unsatisfactory (1) – shall be given to employees with a weighted average score below 2.0.

Final Evaluation Conference
(Signature Meeting)

Employment Recommendation

- Excellent (4)**
Employees with a weighted average score greater than or equal to 3.4.
- Proficient (3)**
Employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- Needs Improvement (2)**
Employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- Unsatisfactory (1)**
Employees with a weighted average score below 2.0.

Evaluator's Signature	Date	Employee's Signature	Date
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Evaluator's Summative Comments

Employee's Comments (Optional)